

Journal of College Placement

Formerly

SCHOOL AND COLLEGE PLACEMENT

IN THIS ISSUE

EDITORIAL	2
OPPORTUNITIES IN PUBLIC ACCOUNTING	6
THE NEGRO IN INDUSTRY	Ralph Rose 13
WOMEN IN SERVICE ORGANIZATIONS— GIRL SCOUTS, CAMP FIRE GIRLS	19
CONSIDER LINE PRODUCTION	Paul E. Williams 23
ENGINEERS IN THE ELECTRIC PUBLIC UTILITY INDUSTRY	George L. Harvey, Jr., E. Barrett Shew 31
IMPROVING ACCOUNTING DEPARTMENT EFFECTIVENESS THROUGH ORGANIZATION ADMINISTRATION AND TRAINING	H. A. MacKinnon 39
TRENDS IN THE EMPLOYMENT OF COLLEGE AND UNIVERSITY GRADUATES IN BUSINESS AND INDUSTRY, 1953	Frank S. Endicott 53
BOOK REVIEWS	61
EASTERN COLLEGE PERSONNEL OFFICERS	Meeting Notes 64
SOUTHERN COLLEGE PLACEMENT OFFICERS ASSOCIATION	Meeting Notes 66
SOUTHWEST PLACEMENT ASSOCIATION	Meeting Notes 70

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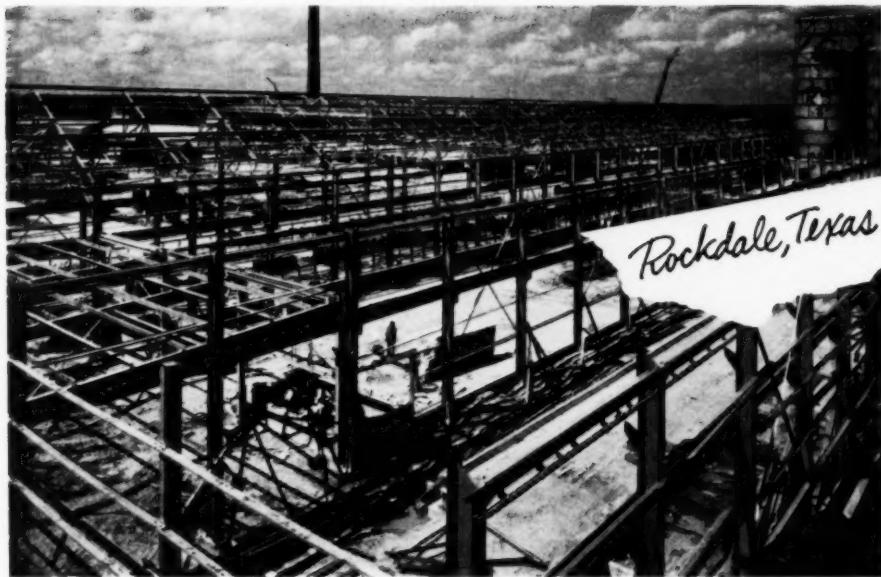
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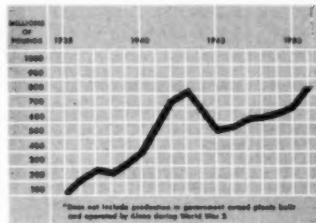
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Journal of COLLEGE PLACEMENT

Published four times a year by The Association of School and College Placement

Editor . . . IDA LANDENBERGER Editorial Policy Adviser . . . PAUL W. BOYNTON

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EDITORIAL

At the Annual Meeting of the Southern College Placement Officers Association, in Savannah, Georgia, December 4-5, that Association voted to make a \$200 sustaining contribution to the support of this magazine, THE JOURNAL OF COLLEGE PLACEMENT. To this editorial writer, this action—the first of its kind—is an important event and signals the one remaining step toward maturity and its accompanying responsibility that the placement association movement needed to take to acquire its full stature. The Southern group, as one of the chief backers of this magazine, and one of the associations most active in guiding it, has set an example for consideration by other placement associations. We of the management of the Journal and the Association are indeed grateful and completely thankful for this demonstrated vote of confidence.

Beyond these due thanks, however, there has been raised by this action of the Southern group a point of such importance that it bears highlighting here. One of the means by which a placement association can demonstrate its support of and belief in the Journal is to make membership in the Association publishing the magazine a part of the membership responsibility in the placement association—in other words, to merge the two memberships into one. The Middle Atlantic Placement Officers Association has done this. This method of furnishing support to the Journal is, of course, very valuable, but it does have the effect of placing the responsibility for supporting the Journal on individual members of a placement association.

The Southern group, however, has approached the question of support of the Journal from another angle. By the December vote, the membership of SCPOA recognizes its responsibility to support the Journal officially through its management; by voting as it did, it has directed its management to take official action for the association to support the magazine; it has focused the support of its individual members, through its official body, by saying in effect, "We desire you, our officers, to plan the managing affairs of our association by contributing a sum of money to the support of our Journal and the Association publishing the Journal." We take this to mean that the act of contributing a sum of money out of the treasury of a placement association becomes an expression of complete support of the membership through its chosen and elected officers, or its management. The individual member is relieved of his responsibility of deciding on joint membership, but he gives expression to his desire to have his placement association participate in and contribute as a unit to the Journal and the Association which runs it. We—as a magazine and as its management—become truly a part of a placement association; the responsibility for our financial support has become official.

This is a goal which many of us have seen as the rightful outcome of our efforts with the Journal. The magazine, frankly, can exist only so long as it continues to be a servant of the placement associations—to become owned by them. In the Southern group, we have found one of our owners willing to contribute to our board and keep. There ought to be others!

INFORMATION FOR SUBSCRIBERS . . .

JOURNAL OF COLLEGE PLACEMENT is issued four times a year—October, December, March, May. Subscriptions are \$4.00 a year. Entered as Second Class Matter October 21, 1940, at the Post Office at Philadelphia, Pennsylvania, under the Act of March 3, 1879.

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MY QUESTION TO THE G-E STUDENT INFORMATION PANEL:

"How does your business training program prepare a college graduate for a career in General Electric?"

...CHARLES O. BILLINGS, Carnegie Institute of Technology, 1954

The answer to this question, given at a student information meeting held in July, 1952, between G-E personnel and representative college students, is printed below. If you have a question you would like answered, or seek further information about General Electric, mail your request to College Editor, Dept. 123-2, General Electric Company, Schenectady, New York.



R. J. CANNING, *Business Training Course* . . . General Electric's business training program offers the college graduate the opportunity to build a career in the field of accounting, finance, and business management in one of the most diversified companies in the country.

Since its beginning in 1919, more than 3,000 students have entered the program—one of the first training programs in business to be offered by industry.

The program's principal objective is to develop men well qualified in accounting and related business studies, men who can become administrative leaders in the financial and general business activities of the Company.

Selection of men for the program is based on interviews, reviews of students' records, and discussions with placement directors and faculty members. Selection is not limited solely to accounting and business administration majors. A large number of men in the program are liberal arts graduates, engineers, and men with other technical training.

When a man enters the program he is assigned a full-time office position in accounting or other financial work and enrolled in the formal evening education program. This planned classroom work is a most important phase of the program. The material presented is carefully selected and well integrated for the development of an adequate knowledge of accounting and business theory, procedures and policies followed by the Company, acceptable accounting and business

practices of the modern economic enterprise, and as a supplement to the practical experience provided by the job assignment.

In general, the program trainee is considered in training for three years during which time advancements are made to more responsible types of accounting work. After completing academic training the trainee's progress and interests are re-examined. If he has demonstrated an aptitude for financial work he is considered for transfer to the staff of traveling auditors or to an accounting and financial supervisory position. From here his advancement opportunities lie in financial administrative positions throughout the Company. Trainees showing an interest and aptitude for work other than financial, such as sales, purchasing, community relations, publicity, etc., are at this time considered for placement in these fields.

Today, graduates of the program hold responsible positions throughout the entire organization. Management positions in the accounting and financial field throughout the Company, such as Comptroller, Treasurer, finance managers, secretaries, and others, are held in large part by graduates of the course. Men who have transferred to other fields after experience in financial work include public relations executives, managers of operating divisions and departments, presidents of affiliated Companies, officials in personnel, employee relations and production divisions, and executives in many other Company activities.

This partial list of positions now filled by former business training men is indicative of the career preparation offered by the business training program, and of the opportunities that exist for qualified men interested in beginning their careers in accounting and financial work.



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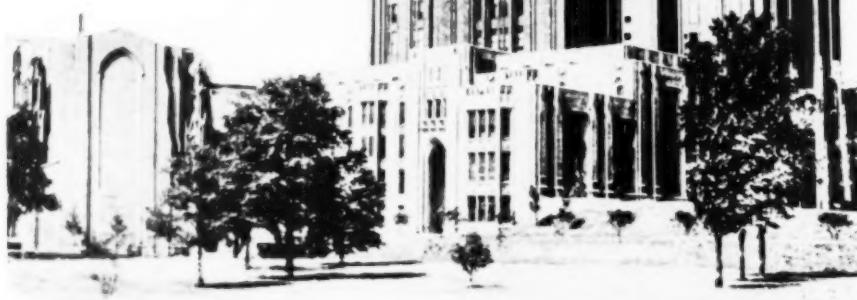
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Enrolled in Westinghouse Graduate Student Training Course after graduation from Texas A & M in 1930. He came up through a variety of manufacturing positions in the company and was appointed to his present post in 1951.



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Enrolled in the Westinghouse Graduate Student Training Course after graduation from Penn State in 1930. Prior to appointment to his present post, he was Manager of Industrial Relations for Westinghouse East Pittsburgh divisions.

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OPPORTUNITIES IN PUBLIC ACCOUNTING

This article on employment opportunities for Certified Public Accountants has been supplied through the cooperation of the American Institute of Accountants, the national professional society of CPAs.

TODAY, when the college graduate's horizon is spangled with opportunities, no career shines more brightly than public accounting.

Indications are that the current shortage of accounting personnel will become even more severe. A survey by the American Institute of Accountants, the national professional society of certified public accountants, reveals that the firms represented in its membership will need well over a thousand more CPAs this year than the total who entered the profession in 1951.

This shortage is partly a result of the personnel drain to the armed forces. But it is of greater significance to the new graduate that the shortage of accounting personnel stems largely from an increased demand for the services performed by CPAs.

Also of importance to students scanning the career horizon are the profession's youth and its growth. Public accounting is a relatively new profession in the United States; certified public accountants have been licensed by their states for little more than a half-century.

Despite its youth, however, accounting is the fastest growing profession in the nation. In the two decades between the world wars the number of lawyers increased 47%, the number of dentists 26% and the number of doctors 14%. During this period the number of CPAs increased more than 300%, and in the last thirty years it jumped 800%.

Some experts estimate that twice the present number of CPAs would be required to do the accounting work that *should* be done this year.

There is, then, ample room in the accounting profession. And because it is a young profession, there is room at the top for young men and women with the necessary qualifications.

What are the necessary qualifications?

To get to the top the young accountant needs intelligence, judgment, training, personality and energy. In addition to these general qualities, which are required for success in most occupations, the certified public accountant must meet state requirements as to residence and character; and he must pass the CPA examination administered by one of the states.

The CPA Examination

The Uniform Certified Public Accountant Examinations, as they are called, are now used by the District of Columbia, the territories and all of the states.

In most states the examination is given twice a year, usually in May and November, and it occupies one afternoon and two all-day sessions. The principal subjects are accounting practice, theory of accounts, auditing and commercial law. The test is essentially a measure of the judgment and intelligence with which candidates are able to apply the conventions and principles of accounting.

Other Requirements

While it would be misleading to describe any state's requirements in addition to the examination as typical, California can serve as a satisfactory example. California requires that all candidates either be graduates of a junior college or have two years of college work or pass a special preliminary written examination given by the state board. Those who meet the educational requirements may sit for the examination without other experience, but the certificate is withheld until the experience requirement is met.

Before or after passing the examination, the candidate must have three years of public

accounting experience, two of them in the employ of a CPA; or three and one-half years, one of them in the employ of a CPA; or four years of public accounting experience. Certain other types of accounting experience are accepted if the board finds them sufficient. College graduates are given credit for one year of experience. Comparable requirements are found in many other states.

Education

Because of the requirements which the accountant must meet before he is certified by his state, a sound education is one of the prime requisites for a successful career in public accounting. A recent survey by the New York State Society of CPAs indicates that college training or its equivalent is increasingly important.

The student must learn the "language" of accounting, including accounting theory and practice, cost accounting and auditing, systems, government accounting and CPA problems. He must also know banking, finance, insurance, taxation and commercial law so far as these affect accounts. The language of accounting can be learned adequately from the curricula of most of the four-year business schools and colleges of the nation.

The CPA should also have a good command of the English language since his duties require him to read intelligently and to write and speak in a good, clear and simple style. The survey mentioned above showed that established accountants feel that the principal deficiencies of their juniors are in grammar and English composition.

The CPA in public practice, however, uses the language of accounting not primarily in the keeping of records but rather in the verification and above all in the judging of the significance of accounting information. It is this quality of professional judgment which is most necessary and most difficult to achieve. The study of accounting subjects is a help in

forming this sense of judgment, but the only real way in which it can be acquired is through actual experience with men and situations.

In one sense there is no limit to the education which might be useful to an accountant in public practice. Almost any genuine information may eventually be of some value to him. An accountant doing an audit for a cotton mill, for example, is helped by having an understanding of the cotton market, the varieties of cotton, the different processes for converting cotton, something about the mill's machinery, labor relations, power supply or any number of such factors which may partly determine the future life of the cotton mill before he says that the statements which he signs fairly present the financial position of the company. On the other hand, knowledge of fields as remote from accounting and industry as antique furniture, rare books or native Central American art may be important in estate work.

The Accountant's Work

But perhaps a look at the kind of work actually done by the accountant will give the best indication of just how the accountant should be prepared. Although he performs many types of work, three of his most important jobs are concerned with audits, taxes and business advice.

An audit consists of the verification procedures which the CPA carries out in order to give his opinion as to whether the financial statements of a particular company are a fair presentation of the results of its operations, as well as of its financial position. While the procedures vary with the circumstances, they usually include such steps as checking the inventories; substantiating the cash on deposit and on hand; inspecting payrolls, invoices and contracts to make sure that these have been correctly and adequately reported in the accounting records; writing letters to "spot check" the validity of accounts receivable and

other examinations which he may consider necessary. The primary basis for deciding the extent to which certain tests of the accounts should be made is the adequacy of the system of internal control, the measures used by the business to safeguard its assets and check the reliability and accuracy of its accounting data.

But auditing is not merely the application of sound techniques. It is basically the exercise of judgment, the formation of an opinion based on evidence. The CPA not only checks the accuracy of the records, he also provides an informed opinion as to whether they actually reveal what they should. He knows that even a financial statement prepared with complete honesty and accuracy may be misleading if the accounting methods are unsound or inappropriate.

As a result of his audit the CPA may be able to warn the company about dangerous financial weaknesses which could cripple it, or he

may suggest changes which would strengthen it.

Most often, however, the audit leads to the expression of an opinion on financial statements for the use of third parties. These may be credit grantors, stockholders, employees, government agencies or other groups or individuals who are interested in the company.

The CPA stakes his professional reputation on every opinion. As Stuart Chase said, "The CPA's certificate on a financial statement is comparable to the STERLING mark on silver. . . ."

Taxes are another major concern of many CPAs. Authorities generally agree that taxation is not an exact science; many say that it is unlikely that anyone pays the precise amount due, and that some companies have actually overpaid taxes by millions of dollars.

In computing the taxes for a company, the CPA works with a slice of time. Most costs, the costs of buildings, machinery and fixtures, for example—are spread over several years, but the income for tax purposes must be determined on an annual basis. Moreover, since income taxation is based on accounting concepts, the CPA must decide which of several methods of income determination would mean the most savings to his client. Once again, good judgment is required.

Because the determination of taxes depends to a large extent on the determination of net income, many of the growing problems of taxation will fall naturally to accounting experts. So important are these problems today that the success or failure of a business often hinges on their answers.

The third major category of CPA services is business advice. Time was when just about anyone could open up a small business and run it at a profit. The owner-manager could keep all the information he needed in his head. But not today. Now he is faced with complicated taxes, federal and state regulations, marketing problems and high overhead costs.



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Lancaster, Pennsylvania

Business men are finding it profitable to hire an expert to install a good accounting system and to interpret the accounting records.

While the CPA's counseling services are sought most often by smaller businesses, many large corporations call in accounting experts from time to time for advice on specific problems or to check on general accounting procedures.

In addition to the foregoing examples of the CPA's work, there are numerous other services which he performs. Here are a few of the assignments he might be asked to carry out:

- Prepare and record routine bookkeeping entries;
- Design an accounting system for a new or growing business;
- Assist in preparing a budget and designing budget procedures;
- Establish an adequate system of cost accounting;

- Adjust a company's books to reflect good accounting practice;
- Make a financial investigation of a company prior to a partnership formation or a business merger;
- Prepare a financial report for submission to a government agency;
- Act as arbitrator in a commercial dispute;
- Appear as a witness in court in connection with bankruptcy, reorganization proceedings or other complex accounting matters.

In short, the professional accountant is concerned with the measurement, evaluation and control of the financial aspects of business. He presents his opinions on these matters in a meaningful manner to business management.

How High is the Top?

Perhaps this discussion of the requirements,



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education and work of the CPA makes "the top" seem a long way off. It is true that success in the accounting professions requires a good deal of hard work, but for the young man or woman interested in the activities outlined above, the work is both enjoyable and rewarding.

Potential accountants are now able to learn in advance how well they are fitted for the profession. An accounting testing program, developed under the auspices of the American Institute, helps the prospective accountant determine his interest, aptitude and achievement in accounting. These tests are offered in many colleges and are also available in testing centers throughout the nation. Official "score cards" are available to those who are interested in showing the test results to prospective employers.

Pay scales in accounting tend to vary with the nation's economy; it is safe to say, however, that they compare well with those in other professions or in business. Beginners' salaries are often modest, but with today's shortage of accounting help young accountants

are fairly sure to progress rapidly.

It may be of interest that a survey made in 1949 indicated that the average annual income of a random sampling of accountants in the New York area was \$9,363. Of the 87% who were CPAs, 75% were in public practice. The breakdown of these salaries is as follows: under \$5,000—12%; from \$5,000 to \$10,000—39%; from \$10,000 to \$15,000—25%; from \$15,000 to \$25,000—16%; over \$25,000—8%.

In addition to financial remuneration, the CPA receives the respect of his community. The significance of the title CPA is considerable, and wherever business is carried on, his work is accepted as impartial, objective, independent and expert.

He is skilled in the art of accounting, guided by the ethical standards of his profession. He is in a position to make noteworthy contributions to society. His is the chance to do interesting and important work, to find opportunity for advancement, reasonable security, adequate compensation and public recognition.



COMING MEETING . . .

Western College Placement and Recruitment Officers Association

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engineer can fail to find opportunity to pursue his particular bent in a company whose products range from motorcars and trucks to jet and Turbo-Prop engines — from fractional horsepower motors to Diesel locomotives.

Yet — in spite of all this — we candidly believe that resources are not the complete answer to why a graduate engineer should choose GM.

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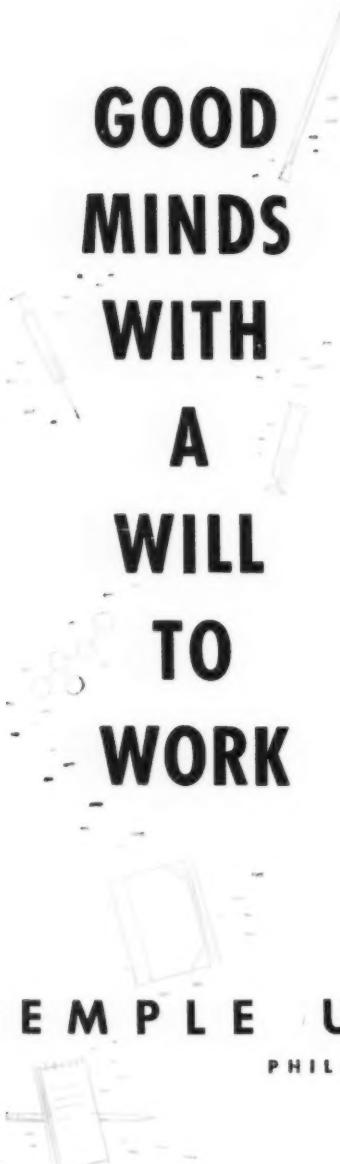
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THE NEGRO IN INDUSTRY

RALPH ROSE, Director of Job Opportunities Program
American Friends Service Committee
Philadelphia, Pennsylvania

Mr. Rose is a graduate of the Wharton School of Finance and Commerce of the University of Pennsylvania. Before joining the American Friends Service Committee, he spent ten years in production supervision work with various corporations, serving the longest with the E. G. Budd Company of Philadelphia. He has had special training in the fields of wage and salary administration and time and motion study.

For the past four years Mr. Rose had been intensively engaged in the problems of human relations in industry, during which time he has visited hundreds of plants throughout the country for the American Friends Service Committee.

WORLD events place a premium on the speed with which the democratic ideal can be made a reality for the underprivileged peoples of the world. In the American Friends Service Committee, Quaker volunteers returning from a period of service abroad constantly remind us that the non-white population which constitutes two-thirds of the people of the world, wonder what democracy will mean to them. The pattern of segregation grows stronger in South Africa. The promise there is one of hate and violence. Meanwhile the wall of segregation is cracking here at home and the promise is one of peace and understanding.

For the past three years my work with the American Friends Service Committee has taken me into the offices of hundreds of top-management and union leaders. Working on the project of building employment on the basis of merit, we have become aware of the changes that are taking place and in particular of how these changes affect the status of the Negro worker.

These changes are most important to the placement officer standing, as he does, at the threshold of business and professional life; acting as the catalytic agent translating in terms of curriculum and vocational-guidance-planning the needs of modern industry. In many instances he is also a critical factor in

the determination of admission policies and in translating employer needs directly to the admission desk. It is essential that trends in employment patterns be under his fingertips and that he be fully aware of this revolutionary trend in the breaking down of segregation and discrimination. "Revolution" is the only adequate term to describe the current process taking place. Revolutionary patterns in a Democracy stem from due process under law. The battle in the courts to bring about equality of opportunity is well advanced. The blows dealt to the "separate but equal" process are well known. The establishment of Fair Employment Practices ordinances covering approximately thirty-two per cent of our population in eleven states and twenty cities, is indicative of a trend that will continue.

The factors that have influenced these changes are manifold. The taking up of manpower slack by the defense program, the growth of the industrial south, the growth in purchasing power of Negro Americans, estimated now to represent a bigger market than do Canadians. These explain a part of this change.

The change in public opinion and in particular the change in employer attitudes, in considering equal opportunities for members of minority groups are also the result of many varying factors.

Influence of FEPC

The influence of Fair Employment Practices legislation is everywhere apparent. Recently in the mid-west, we found a large public utility with an excellent pattern of employment on merit, using Negroes in many jobs that had never before been open to them in that community. The New York operation of this company had, under an FEPC law, a very satisfactory and encouraging experience in using Negro workers in non-traditional jobs. This experience formed the basis for similar action in Detroit and Chicago, and the combined experience of the company in these areas brought about an excellent demonstration of integration of minority groups in Indiana.

Unions with an estimated one and a quarter million Negro members have become a most influential factor in the battle for merit em-

ployment. In the south this has been particularly true. Union leaders in contact negotiation have many times provided the only integrated experience in the community. Much remains to be done to bring about fair treatment in union practices. The recent case of the Connecticut FEPC against the I.B.O.E. has proved that fair employment laws apply to discriminatory practices in labor unions.

Rapid gains in the use of the Negro worker in non-traditional jobs are the rule. College placement officers report few difficulties in the placement of the top graduate in the technical fields, regardless of his pigmentation. What then are the problems that exist in relation to the Negro's opportunities in industry? How can the placement officer serve in this still unmet need to use the vital potential for leadership and production that exists within this group?

As a first problem let us consider the areas of employment still largely closed to the Negro college graduate. These not only include large areas of the south, but a great part of the mid-west and far-west. Throughout the entire United States cities under 100,000 population show few opportunities for the trained Negro worker. While the great changes are occurring in large northern cities, little or no change occurs in the smaller towns. As a result there is a constant draining off from the smaller cities of the very best and most competent workers from the Negro group, and a corresponding deterioration in human relations. The placement officer can guide the employer into a fair consideration of graduates from his own area regardless of race. A placement officer in a southern school for Negroes told me of her surprise when approached by local firms for technical graduates. In one case a wholesaler of television equipment in a Carolina city needed an expert to work on difficult installation engineering problems. The placement officer had to wire to the north to bring



**A GATEWAY TO
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**The FIDELITY MUTUAL
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a Negro graduate in the field of electrical engineering to this southern city. Called in on a few difficult cases the word soon got around that a Negro was being sent into homes to work on installations. Complaints were registered with the company. But the word was also soon circulated that with particular difficulty in installation one would do well to ask for that "young colored fellow." The results in this case were usual and obvious. Merit and ability overcame traditional prejudices.

The integration of placement officers from Negro schools and colleges into the local placement groups, and the interpretation of changed management and labor attitudes to counselors and guidance people, both these are jobs for placement officers from the "majority" group. Time spent in speaking before groups of teachers and guidance staff interested in the successful placement of Negro students can be considered a major contribution to the strengthening of democratic processes.

Average and Below Average Student

Although many Negro college graduates are being successfully placed today the average or below average student still has great difficulty in finding an outlet for his training and skills. The usual channels of family, alumni and friends do not offer the close contact with industry that the white student may find available. Many such average students find their college degree a liability. They are over educated for the jobs which are available. Many are underemployed. The placement officer who can prepare the employer to consider such average students will be helping to break the pattern which now demands that a Negro be better prepared than a non-Negro for the same job. This does not mean that in any case the concept of "the best man for the job" should be stretched for the Negro applicant, but rather that equality of consideration shall be the rule. Many an employer has

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articles from Mademoiselle,
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some permanent binder.*

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for counselors, deans' offices, libraries.
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spoken to me of the loyalty of their Negro employees. Often in a firm with only a handful of Negro workers they appear on the list of "twenty-five year men." There is a tremendous back-log of loyal employees among the average high-school and college graduates in this group.

A wave of interest in the equal employment of all Americans is sweeping the country. July "Fortune" devotes four and one-half pages to the subject. Management publications give evidence of the trend. An article in the July issue of the "AMA's" "Management Review" on selling to "the Negro trade" indicates a fifteen billion dollar market. Referred to in another trade journal as "a larger market than is represented by Canadians," a national manufacturer of automobile tires found the success of a Negro salesman in Texas leading

them to train other salesmen for the south. A large public-utility company in the north hiring a Negro salesman "to sell to Negroes" found that a good salesman can sell to anyone regardless of his skin color and found the majority of his sales were to non-Negroes. On every hand the proof is now available that it is good business to employ on merit.

Even the concept of "good business" is undergoing a revolution. The most intelligent employers today are emphasizing the opportunity to build good human relations by taking a firm stand for merit-employment. Not as something that is inevitable, but as a democratic, strengthening process. A northern manufacturer told me that by making clear that his firm stood for this kind of democratic action, the morale of his whole staff had been improved and could be felt right down to the quality control of the product.

If as the Current Population Reports of the Department of Commerce indicate, the average non-white worker earns approximately \$1,569 annually as against the white workers' \$3,135; then the problem of equal job opportunities is far from solved. It is significant that when the Cicero, Illinois riots made the headlines the innocent victim of mob-rule Harvey Clark was a Negro college graduate currently working as a bus driver.

The south is rapidly awakening to its own need to make use of the full human potential available to it. North and west seem more complacent, in some cases dangerously insensitive to the need of human beings for full expression.

The employer and the union leader are in the process of making democracy work. The teacher and counselor faced with the tragedy of the waste of human potential are aware of the great distance yet to go. Employment on merit is only one stop toward the total goal of integration. The placement officer stands in a key position as a key figure in the path of equal opportunity.



**FOOD MACHINERY AND CHEMICAL
CORPORATION**
of SAN JOSE, CALIFORNIA

Described by "Fortune" magazine, June 1951 issue, as that fabulous organization in California which now operates 58 plants and mines in 22 states and several foreign countries.

Full information on job opportunities may be obtained by writing to the Industrial Relations Department, San Jose, California, or Industrial Relations Department, Westvaco Chemical Division, 161 East 42nd St., New York 17, New York.

Inquiries from graduating Mechanical Engineers interested in design, Chemical Engineers, and Chemists with B.S., M.S., and Ph.D. degrees will be given special consideration.

earthquake!



Precisely at 4:50 A. M. in the predawn darkness of last July 21, the most severe California earthquake since 1906 struck the small town of Tehachapi.

Walls were collapsing, buildings were folding. The town's telephone office shook to its foundation and the lights went out. But the night operator remained at her switchboard until it went dead. Main cables to the telephone office were pulled to the ground when a nearby wall caved in.

This was at 4:50 A. M.

At 8:30 A. M., less than 4 hours later, telephone men had reestablished 3 circuits on the edge of town (top picture). Outdoor offices were set up for Red Cross and other emergency workers.

Repairs to the damaged main cable and other equipment were rushed (center picture). By late afternoon the central office switchboard was working. Tehachapi residents were able to make calls to friends and relatives concerned about their safety.

By 9 P. M., two TV stations were sending live telecasts of the damage to Southern California viewers (bottom picture). Telephone men had established a 4-jump radio-relay station in less than 12 hours.

It was a typical disaster — brutal and unannounced. But telephone men were prepared. They quickly restored communication when it was needed most. In so doing, they demonstrated the resourcefulness and technical skill which telephone companies ask of their engineers.

For qualified engineering graduates of this caliber, there are opportunities in the telephone companies. Your college placement officer can give you details. Or write to American Telephone & Telegraph Company, College Relations Section, 195 Broadway, New York 7, N. Y., for the booklet, "Looking Ahead."



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WOMEN IN SERVICE ORGANIZATIONS

GIRL SCOUTS

155 East 44th Street
New York 17, N. Y.

As the population increases, the need for women in places of leadership in service organizations also increases. Below are two organizations which offer such careers to college graduates.

THOUSANDS of well qualified college trained women are missing the opportunity for a challenging career that offers adventure, variety and unusual opportunities for advancement—a career as a Girl Scout professional worker.

Like thousands of persons who have no direct affiliation with the organization they do not know that the Girl Scouts have paid jobs to offer. They think of it, and rightly so, as primarily manned by volunteers, failing to realize that in addition to the more than 11,000 adults who donate their time and energy, there are nearly 1,600 women who have full-time jobs in this rapidly expanding career field.

The growth in Girl Scout membership in the past ten years has made available hundreds of executive posts in all parts of the United States. The present membership of one and three quarter million members is more than double the figure of ten years ago and is increasing steadily. In spite of this, only ten out of every one hundred girls of Scouting age are members. To provide them with the opportunity to join and maintain the high program level for the present membership qualified women are needed to fill these posts.

The work of the professional in Scouting supplements that of the volunteer. She works with adults for girls in carrying out the many administrative duties necessary to the development of Girl Scouting both nationally and locally.

As a career field Girl Scout, professional work offers the qualified women a number of

very concrete personal advantages. Connection with a major national organization, which in turn is part of a world-wide movement, provides rich opportunities for personal growth and career advancement.

The applicant has a choice of locations in communities of different sizes in all parts of the country. A Girl Scout career can be—and often is—successfully combined with marriage, but for the single and adventurous minded young women there are also some jobs involving travel. Community planning with other youth leaders, both volunteer and professional brings many stimulating associations with people of widely varying ages, occupations, religious beliefs and personalities.

To qualify, an applicant must hold a bachelor's degree with emphasis in the social sciences from an accredited college, and have had successful experience as a group leader and a camp staff member. Graduate study in social work and camp staff experience are particularly valuable. She should also have a concern for the welfare of others, regardless of race or creed; enthusiasm, vision; willingness to work hard; initiative, resourcefulness, good health and a belief in the value of the individual and the democratic process.

Employment is on a year-round basis with provision for one month's vacation and reasonable sick leave. Although hours may be irregular, the total number of work hours is usually kept to forty a week. On-the-job training and supervision is given and fellowships for graduate study, together with leaves of absence for that purpose, are available in some cases.

Applicants who meet these qualifications are approved by the Personnel Department of Girl Scout Headquarters, New York and recommended for positions with local Girl Scout Councils, each of which is responsible for the employment of its own staff.

For further information about these career opportunities with the Girl Scouts write to:

GIRL SCOUTS OF THE U.S.A.
Personnel Department
155 East 44th Street
New York 17, New York



CAMP FIRE GIRLS
16 East 45th Street
New York 17, N. Y.

ACAREER in Camp Fire Girls appeals to the young woman who is concerned about people, and with particular interest in young people and children. She knows that girls can best become happy, useful adults by having creative experiences as individuals through group associations.

The professional opportunities open in the Camp Fire organization are essentially those of the "enabler." As a Field Director in a local office, or the more experienced Executive Director, she enables board members and the entire membership of local councils, including the volunteer adult leader, to carry out their own particular responsibilities more effectively.

As a Field Director, she is the liaison person between the local council organization and the

groups of Camp Fire Girls. She offers training, guidance and support to the adult volunteer. She may also serve in special capacities, in accord with her own skills and interests. She may gain administrative experience in directing or assisting in the direction of the Camp Fire camp, she may have a flair for public relations and prepare press releases, she will certainly have a leadership role in training of committees and individuals. She will meet many people in all walks of life in warm, friendly relationship.

As an Executive Director, she will administer the total Camp Fire program in her community, working with a board of directors chosen from key people in community affairs. She will supervise a staff of professional and office people and handle the business and



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finance of her office. She will have opportunities for working with the leaders of other social agencies and youth programs.

Basic requirement for the Field Director is a degree from an accredited college, with courses in psychology, education, sociology, economics and other cultural subjects. She needs to be able to speak and write simple, lucid English. It is desirable that she have had paid or volunteer experience in camping, recreation, arts, crafts, or other group activities.

Requirements for the Executive Director include all of those stated above and, in addition, broad administrative and supervisory skills. For this responsibility, graduate training in a school of social work is also desirable.

Salaries and personnel practices correspond with generally accepted standards in other progressive non-profit organizations. Range

for the Field Director's position is \$2600-\$3300 and for the Executive Director from \$3200-\$6000. Training courses, workshops and institutes are offered Camp Fire professionals at regular intervals. Additional assistance is given through consultation with national field staff and written material from the national office. For those who are successful, opportunities for advancement are present. A number of such positions, with a wide geographical choice, are now available.

A professional affiliation with Camp Fire Girls enlists the best talent of those who believe that the future of our country is safe only if young people are taught to assume individual responsibility and to share leadership in an environment of democratic living. For those who make it a career, Camp Fire professional work provides a way of life rich in achievement and personal satisfaction.

Announcing

Career Planning For High School Students

By William J. Reilly, Director, National Institute for Straight Thinking

Every guidance worker and placement officer will want to read and recommend this book. Here a notably successful career counselor applies tested methods and principles, developed over a period of twenty years, to the specific career problems of the high school student.

Emphasizing that successful careers are planned one step at a time, the author outlines in detail a scientific procedure by which the student *himself* can analyze his career problem, and then determine and carry out each successive stage of that career. Equally useful to students who are going directly into a job and those who plan to go on to college, the book includes self-examination tests for analyzing desires, abilities and human relations capacities, practical advice on how to get along with people on the job, and how to build on a basic career plan.

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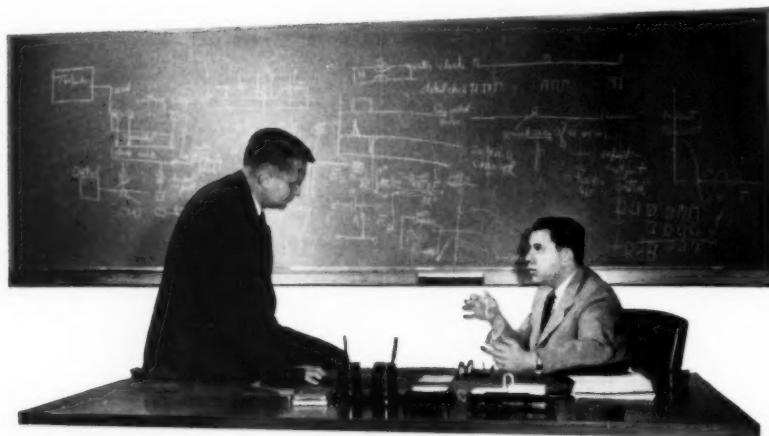
New York 16, N. Y.



PLANNING THE RIGHT ANSWERS



The complexity of modern air defense—extreme aircraft speeds, highly complex weapons, new combat strategies, the advanced state of today's technology—poses serious problems for the scientist and engineer.



One significant solution lies in the extensive use of airborne automatic equipment, including electronic digital computers, to augment or replace the human element in aircraft control.

AT HUGHES Research and Development Laboratories each problem is attacked basically, beginning with systems planning and analysis. This consists of an exhaustive examination of the requirements of a problem, together with an evaluation of the best means for satisfying these requirements. The objective is to design the simplest possible mechanization consistent with a superior performance.

These techniques, employing many special talents, are responsible at Hughes for the successful design, development and production of complexly interacting automatic systems for all phases of electronic control of interceptor navigation, flight control, and fire control. Similar accomplishments may be pointed to in the guided missile field.

Methods of systems planning and analysis responsible for achievements in the military area are also being applied at Hughes to adapt electronic digital computer techniques for business data processing and industrial controls.

Dr. E. C. Nelson (left), Head of Computer Systems Department, and J. H. Irving, Head of Systems Planning and Analysis Department, discuss a problem in the systems planning and analysis stage.

PHYSICISTS AND ENGINEERS
Hughes activities in the computer field are creating some new positions in the Systems Planning and Analysis Department. Experience in the design and application of electronic digital computers is desirable, but not essential. Analytically inclined physicists and engineers with a background in systems work are invited to apply.

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CALIFORNIA

CONSIDER LINE PRODUCTION

PAUL E. WILLIAMS, *Personnel Consultant*
Santa Rosa, California

Dr. Williams has served as a Personnel Consultant to manufacturing corporations since 1947, and in this relationship interviews large numbers of college and university graduates each year. He came to this activity with a background of varied educational and industrial contacts, including work in production, teaching of problem boys, administration in the guidance, preparatory school, junior college and college fields and, finally, service as Educational Director of an industrial corporation.

He received his A.B. from Ohio Wesleyan University and his A.M. and Ph.D. from Western Reserve University.

WHILE the accomplishments of engineers and scientists of a number of foreign countries in the fields of design and research can perhaps be compared favorably with those of our own technical men in these fields, there would seem to be little disagreement as to the superiority of the methods developed by our own experts in the field of mass production, if results are to be considered a reasonable criterion. The development and refinement of these methods must be held responsible for the high economic status of the average American worker in comparison with that of workers in other countries of the world. As a consequence these methods are the subject of continuing close study by manufacturing officials of many of these countries. Since we do excel in the production phase of industry, and since its maintenance and improvement is so important to our economy, it would seem advisable that our educational institutions exert unusual efforts to provide a clear understanding of the field, its problems, procedures and opportunities to those who will eventually be responsible for its operation.

The complexity of the field of production, and the varied problems and practices to be found in the many diversified industries throughout the country, make it impossible for even the most thoroughly trained graduates to be adequately prepared for immediate effective service in any specific industrial organization. It seems quite obvious that such a result of college training is not to be expected by

industry. The preparation of men for the field must be a joint project of education and industry, and some progress has been made in the allocation to each group of its suitable function in the process. Individuals and committees from both groups have been concerned with the problem, and in some cases joint committees have been working on it. It will be generally agreed that the function of education is to provide an understanding of the fundamentals, the basic common factors in the field, while the responsibility of industry is to provide training for its own specific requirements. The question of what constitutes the fundamentals has received much attention, but agreement on this has not, and perhaps will never be completely possible.

The phase of manufacturing under particular consideration here is "line production," the actual production or creation of the company's product, in contrast to such activities as may be classed as staff nature. This is not meant to imply a lack of importance of the role of these staff activities, as for instance, production planning or scheduling, statistical quality control, the various activities commonly grouped under the heading of industrial engineering, and so on, for the success of the manufacturing undertaking depends upon the teamwork of all departments. However, line production must be considered as the most important of a manufacturing company's activities, indeed its main line of activity, to the success of which all staff departments con-

tribute. As such it should provide the most effective training ground for a young man who wishes to gain experience in the production management field and hopes to progress to a position of major responsibility within the manufacturing organization.

Function of Educational Institutions

Looking first at the function of the educational institution, it would appear that those responsible for the planning and administration of college curricula will wish to see that these include extensive coverage of important problems and of effective procedures in the production field. It would also seem that either in the curriculum itself or in some supplemental extra-curricular relationship, such as the advisory process, students should have the opportunity of gaining an understanding of the relationships between staff and line functions. Most industrial interviewers have had the experience of finding that students who express an interest in production are often confused as to the differences between the two types of activity, and uncertain as to where participation in either of them may lead.

It has been observed that courses related to staff functions often tend to receive much attention from faculty members, and this perhaps may be due to the nature of the course content. For example, statistical quality control intrigues many capable students who have a flair for mathematics. The course content is specific and interests the instructor; in turn he passes on his own enthusiasm to a number of the better students. Without detracting in any way from the value of this staff activity, it would seem that the student desiring to enter this field should understand that openings of this type are available only in a limited number of organizations and that such positions in any one company are few; and further that the possibilities for a man's progress within this field are of necessity restricted,

and that competence in it is not likely to lead him into a more generalized production experience. The same statement might with reason be made regarding various other staff activities, which may be interesting and challenging, but which are at the same time quite specialized in nature, and thus may be of limited value as a preparation for a wider range of activities in the production field.

Line production has perhaps not had as much emphasis as its relative importance merits, either in the curriculum content of college programs, or in its recommendation by faculty members and advisors as a good field for entrance by capable students. This may be because faculty members tend to have less actual contact with and thus a less comprehensive knowledge of the field than of various staff activities. This limited contact is no doubt due to the nature of the field, which does not lend itself well to the usual type of faculty-industry relationship, involving service as a part time consultant, work on a specific research project or summer employment.

While for many years industries have employed college graduates for design and development, research, specialized staff activities, accounting, sales and so on, until comparatively recently only a limited number of companies have used such men directly in line production. Foremen, department heads, production managers and plant managers have generally been developed from the ranks of production workers. It is true that some of these men have had college training, but they still have usually started on the line as production employees. The increasing coverage of workers through the growth of the union movement has provided the opportunity for college graduates to enter training programs for line production and advance in the field, without having been previously on the production line. Many companies have continued to hold the training program open to a limited number of younger line workers, but an in-

creasing percentage of these trainees now come directly from the college group.

Industry as a whole has generally assumed the responsibility of providing comprehensive training for line production. The adequacy of the training varies considerably: in many of the larger companies the program may extend from eighteen to thirty-six months, is carefully planned and supervised and is usually of an on-the-job type, supplemented by class sessions which may be addressed by technical personnel; in a number of the smaller companies there may be a somewhat less specifically planned program, of more limited scope, and of a much more informal nature. Whatever the type or extent of the program, industry is in a major way concerned with the necessity for a planned procedure in the preparation of the young men who will eventually take over the management of the production machine.

It is pertinent to comment that in the past key management personnel in the manufacturing field have in large measure come from the line production group.

Assuming that educational administrators are aware of the need for a more complete orientation of college students to the field of line production, their concern will be to find ways in which this result may be brought about. Industry will be interested in cooperation in the project and can be of assistance in a number of ways. Each group will perform separately its own function and carry out its own responsibility; together they will work to the end that graduates may better understand the field of line production, its problems, its scope and its possibilities as a field for able men. This may be brought about through the use of a number of procedures.

A procedure of prime importance would be

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course be the securement of more faculty members who are experienced in the production field. In some few instances such men have returned to the college field, preferring the academic life and feeling that the satisfactions to be gained are worth the financial sacrifice. So far, however, these usually have been men whose experience has been along the line of staff rather than of line activities. This movement of capable men from industry to the college staff is an encouraging development, and one which should be accelerated.

In lieu of experienced production men, faculty members familiar with production problems should be the aim of the college administration. Certain corporations carry on educational programs designed for keeping instructors in touch with scientific developments in industrial laboratories, or permit instructors to sit in on company programs. This procedure could be of value if carried over into the production field, even though the problems in so doing might be considerable. Colleges using the case-study method are often liberally provided with information on company organization, products and operations. Since these materials have generally been used in business administration classes, they do not often include specific information on the processes of line production. Company pamphlets describing production methods and techniques, and product specifications are however sometimes made available to instructors.

Many industrial corporations employ faculty members as consultants in various technical fields, but only occasionally do they utilize them as consultants on line production problems. Faculty members could perhaps be employed to advantage in production during a leave of absence and where such arrangements are possible this should contribute to their better understanding of these problems. It would probably be a difficult thing to work out in most organizations, since personnel rela-

tionships in the production field must be developed on a long term basis, if they are to be effective.

Cooperative Plan

The cooperative or work-study plan of college organization, provides one means of familiarizing students with manufacturing problems. Since co-op students usually spend twelve weeks or less at work in any one period, it has been the practice to assign them to staff activities or in some cases to place them on the production line as workers. Due to the shortness of the work period they have rarely been placed on a production training program. However, they should absorb some knowledge of the production field from the work relationship.

Industries generally welcome visits from groups of college students, and many colleges plan such visits as a regular part of the senior schedule. Some industries plan an open house as an annual affair, and often send invitations to faculty members and students of nearby colleges. During these visits, the procedure is usually a tour of the plant, sometimes supplemented by lectures given or arranged by the personnel department. While such contacts are limited in scope, they may be classed as steps in the right direction.

Some of the more progressive corporations permit and even encourage their officials and technical men to work with colleges and universities as consultants in various fields, and to serve on advisory committees. Institutions participating in such cooperative procedures are in a position to benefit in a major way from this type of contact. This is a promising development, but one which is as yet in its elementary stages.

A number of educational institutions seek to familiarize students with industrial problems through the medium of definitely planned orientation courses, coming usually during the senior year. These often take the form of a

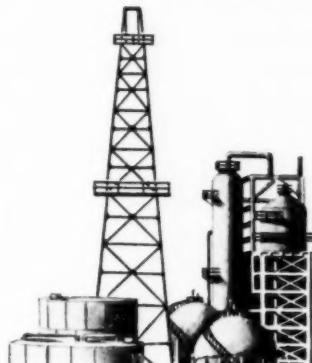
one hour a week seminar, chaired by some interested and qualified faculty member, or at times by the director of placement, who may have faculty status. This course can be helpful when it is given under the guidance of an individual with wide industrial contacts and understanding. An even more valuable arrangement calls for a program of this type beginning in the freshman year and concluding in the senior year.

Any or all of the programs mentioned can be and often have been helpful directly or indirectly in the orientation of students to the production field. A final program suggestion is designed to supplement plans in existence. It is perhaps not feasible for application in all institutions, but where it can be developed should be of concrete value in the clarification of less understood industrial problems.

**Company Executives Serve as Advisers
to Colleges**

In a recent talk with the president of a national corporation, himself a production man, the matter of the fitness of engineering graduates for entering upon a career in manufacturing came up for discussion. He felt that one of the reasons for their lack of maturity in industrial matters was the scant opportunity most of them had for contact with leaders in industry. His further observation was that a number of capable top executives of his acquaintance would be happy to cooperate with the colleges and technical schools by serving in an advisory capacity after retirement. He indicated his belief that under today's conditions some of them might even be willing to retire earlier than planned, if they had a useful and challenging task to perform.

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A rectangular logo with the word "ATLANTIC" written in a bold, sans-serif font, centered within the frame.

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This might be an idea which could be encouraged to grow into a worthwhile relationship between industry and education. Perhaps these men, whose capabilities have led them to the top in the production field, could be attached to technical or business schools in an advisory capacity, with assigned duties including conferences with students and faculty in groups and as individuals, and lectures in their own field of knowledge and experience. Certainly such a relationship could, if carefully planned, provide a type of contact which should aid students in choosing their vocational field in industry more intelligently, and in entering upon such a career with a more complete orientation to its content and possibilities. The plan involves some administrative problems, but these should not be insoluble.

Many industrial representatives have had the experience of asking a technical graduate his vocational interest and of receiving the reply, "Well, my grades are not high enough for research, and I don't want to be tied to a drawing board all my life, so I don't want design; I guess all there is left is some kind of a production job." Line production should not be considered as a suitable refuge for the incompetent. It demands reasonable technical competence plus many more generalized abilities, including the ability to handle men. Those adapted to the field will find in it unusual opportunities, with fewer ceilings than in most fields.

By the use of several or all of the procedures suggested, it is probable that college students may become better oriented to the whole field of production, and more especially to the key field of line production. As a result, it is to be expected that more capable men may be encouraged to select it as their first choice of a suitable vocation, to their own advantage and to that of our important manufacturing industry.

In an atmosphere of freedom

For 150 years, the Du Pont Company has had the privilege of doing its appointed tasks in an atmosphere of freedom and individual liberty. In that atmosphere it has prospered as the nation has prospered.

In 1952, Du Pont again supplied a record volume of its products to the American economy. In the field of chemistry, it continued its contributions to the growth and strength of the nation.

Du Pont's progress over the years has been due largely to its ability to create, develop and improve products to serve the American people. A substantial list of new developments was added to Du Pont's "Better Things for Better Living . . . through Chemistry" in 1952.

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ENGINEERS IN THE ELECTRIC PUBLIC UTILITY INDUSTRY

GEORGE L. HARVEY, JR., *Director, Employment Division*

E. BARRETT SHEW, *Assistant Electrical Engineer*

Philadelphia Electric Company

Philadelphia, Pennsylvania

Mr. Harvey, a native Philadelphian, was graduated in civil engineering from the University of Pennsylvania. He was first employed by the Philadelphia Electric Company in 1923 in the Engineering Department. He also taught various engineering courses at the Drexel Institute of Technology Evening College.

He has been Director of Employment of the Philadelphia Electric Company since 1946.

Mr. Harvey is a member of the Middle Atlantic Placement Officers Association, Edison Electric Institute, the Pennsylvania Electric Association, the American Gas Association, the Pennsylvania Gas Association and the Industrial Relations Association of Philadelphia (past president).

Mr. Shew, a native Philadelphian, is a graduate electrical engineer from Drexel Evening School of Technology. Employed by Philadelphia Electric Company in 1918, he was assigned to the Construction Division and in 1923, transferred to the Electrical Engineering Division.

He has been assistant electrical engineer of this Company since 1948.

Mr. Shew has been active in committee work in the Pennsylvania Electric Association and in other industry organizations. He has written several technical papers for national publication and is a member of the Engineers Club of Philadelphia and American Institute of Electrical Engineers.

IN discussing where and how the college graduate fits into the electric public utility field here are a few facts and figures which may serve to give a better understanding of the magnitude of the power industry in this country.

In 1950 the United States produced over 388 billion kilowatt-hours of electrical energy or 42.3 per cent of the total world production. Approximately 173 billion kilowatt-hours were used in U. S. factories in that year by over twelve million workers, an average of 14,111 kilowatt-hours per worker compared with an average of 9,382 kilowatt-hours in 1940.

Use of Electricity is Basic

Electricity has come to be recognized as an economical, reliable, safe, clean, flexible form of power, and as a result is used to perform a wide variety of tasks. For example, it propels trains; it powers the great oil refineries, the

steel fabricating plants, the textile, rubber, chemical and paper plants; it is the lifeblood of drug and department stores, warehouses and office buildings; and it performs home lighting, cooking, refrigeration, washing, ironing and other household tasks.

Few people realize that the engineers who design, operate and maintain the electric systems must anticipate the electrical needs of so great a variety of uses, not only years in advance, but from hour to hour, every day of every year. The demand on electric service is affected not only by the starting of a larger motor in an industrial plant, or the simultaneous use of thousands of ranges at dinner time, but by the degree and kind of clouds in the sky, the wind velocity and temperature, all in numerous combinations. The daily living habits of people are reflected in the demand on electric service and, of course, economic conditions have a pronounced effect.

Good Service Requires Good Engineering

The utility engineer is charged with the responsibility of maintaining a continuous flow of electrical energy in the required amounts when and where it is needed. Conspiring against him are the elements—lightning, wind, rain, snow and sleet; and sometimes cars and trucks that crash into pole lines along the highways. Unexpected failure of equipment due to defects or damage require quick action by the operating forces to prevent long service outages to customers. Investigations follow these failures to determine the cause so that appropriate steps may be taken to avoid repetition.

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but space heating, cooking and food preservation depend on uninterrupted service.

In supplying industry, the electric utilities realize their great responsibility for continuous service because interruptions may result in loss of raw or partially processed material costing thousands of dollars in addition to loss of manufacturing time.

Electric Industry Grows With Nation

The electric light and power industry has played a vital part in the economic and private lives of Americans from the time we emerged from the age of flickering oil lamps to the new era of fluorescent lighting and television. Thomas Edison's pioneering in the fields of incandescent lighting, and direct current generation and distribution systems gave impetus to an industry that has grown by leaps and bounds until in 1950 the revenues of business-managed, tax-paying electric utility companies was nearly four and one-half billion dollars, with outstanding securities of over seventeen billion dollars. Incidentally, nearly one billion dollars was paid in taxes by these companies in 1950.

Efficient Operation Essential

The accomplishments of the industry can best be summed up by examining the cost trend of service rendered with relation to that of living costs. The index for the cost of electricity shows a decrease of nearly 10 per cent from the 1935-39 period to 1949, against an increase in the same period of over 85 per cent in the cost of living. This outstanding accomplishment has been due, in large measure, to the intelligent and ingenious application of engineering fundamentals and sound business judgment by the individual company managements and their staffs. But the job is by no means finished. In fact, the going is getting rougher and we must look to the young engineering graduate for new ideas and im-

proved methods to keep mounting costs within reasonable bounds.

Improved Equipment Design

Standing out among the many developments that have contributed to lower production costs is the reduced amount of coal required to produce one kilowatt-hour. Since the turn of the century, the four pound rate has been reduced to less than one pound. Although electrical construction costs in 1950 were 84 per cent above 1939, larger generating units have kept the cost per kilowatt from rising as sharply as would otherwise have been the case.

About 1915, turbine-generators of 30,000 kilowatt rating were considered to be quite large. To-day, units are being built for installation having a name-plate rating of 125,000 kilowatts, 150,000 kilowatts, and 200,000 kilowatts. Higher steam temperatures and pressures and use of the reheat cycle are being employed to the economic advantage of both customer and investor.

Ever Widening Horizons

But these are actual accomplishments. What of the future? How many have the imagination to conceive that there are problems yet unsolved, or even problems themselves that are as yet unknown? Of course, our minds promptly turn to atomic energy and the possibility of economically producing electricity from fissionable materials. This may be an actual accomplishment this year, but only on an experimental scale. There will still be much to be done before this becomes a commercially feasible project. The gas turbine is another new development that holds much promise, but again a great deal of work remains to be done.

Trained Engineers Needed

Before these new methods can be adapted to general use, however, there are many improvements, developments, and changes to be made

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in presently-used methods and devices. For example, new types of utilization equipment (arc furnaces, resistance welding, electronic devices, etc.) pose problems of voltage regulation and demands that to-day require special attention to obtain the best overall solution to their supply. More high-voltage interconnections are being planned among existing systems and these will bring problems of load control, regulation, protective relaying, stability, type of line design and many others. The continual increase in residential demands is bound to require studies to determine better ways to supply larger motors for air conditioning and other growing residential appliances.

Present Opportunities Great

There is evidence in the records that prior to the advent of the steam turbine, when a series of improvements to the reciprocating engine had increased its efficiency very substantially, young men wondered what there was left to be done. When direct current was the only means of distributing electrical energy, bold plans were made for expansion on this basis. Then the transformer became available, and changed the entire complexion of the industry. So to-day, we are standing on the threshold of opportunity at least as great as our forebears enjoyed fifty years ago. In fact, present opportunities are greater in many respects because we have more tools and more knowledge at our command. But we must have the courage and determination and the bulldog perseverance to stand up to the opposition we will face. We must have the spirit to use failures as springboards for new and better starts. These are the qualities that made possible the great developments that are now our tools for carrying on a great work.

Diversified Fields of Endeavor

So far as a place for young men and women in this scheme is concerned, they alone can

make the selection. In a utility organization, nearly every classification of activity, from engineering through accounting and public relations to legal and purchasing, is represented. Many of these activities overlap, and in nearly all there is some engineering implication. Actually, it is not uncommon to find men with engineering degrees serving as purchasing agents, personnel managers, commercial managers and in various other non-engineering positions of responsibility.

In positions involving strictly engineering activities, there is such a variety of work that virtually any whim or desire can be satisfied. A few examples will serve to illustrate this point.

Planning, Design and Construction

Because the erection of large power plants and high-voltage transmission lines require up to two years, planning and preliminary layouts must be started several years before the new facilities are needed. It is also necessary to place orders for equipment requiring long delivery, financing must be arranged, and real estate must be acquired. Today it is common practice to prepare a forecast of requirements five years in the future. Sometimes even longer range plans are needed. For anyone who likes to plan ahead, investigate new equipment, design new plants and watch his brainchild grow from lines on paper to an actual operating plant, this is his field.

Those who like to build things where nothing existed before, or to have a hand in the scheduling and arranging of men and materials to construct great, strong, useful structures, would enjoy the construction phase of the business. There are many places in construction organizations where an engineering training is essential.

Engineering in Operations

When the engineering and construction

forces complete a project, the new facilities must be operated and maintained reliably and economically twenty-four hours every day. Operating and maintenance problems call for highly skilled engineers to direct the operating men in their daily activities. Such problems as allocating load to the most efficient units, the procurement and handling of fuel, establishing inspection and maintenance schedules, and similar activities are directed toward reliable and economical system operation. Those who combine leadership qualities with technical skill will find additional opportunities for advancement into management positions.

Engineering in Sales

Selling electrical energy has very decided engineering implications, particularly when dealing with the many special applications to meet the needs of industrial plants. Here are

opportunities to meet many people in various lines of endeavor, and to help them improve their methods and reduce costs by increased use of the product. Those who have a flair for sales work and like to meet people, will find an electric utility organization an interesting and important place.

Training and Orientation

At the start of a career in any engineering field, neophytes are assigned a number of seemingly unimportant, small tasks under the close supervision of an experienced engineer. In order to acquaint the engineering graduate with the various departments and their work, most utility companies have established a training program. Men selected for such programs learn the workings of the organization more quickly than otherwise. In any event, close attention to details and an insatiable interest will go a long way toward quickly

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gaining knowledge and experience in business.

Whatever his initial assignment may be in a utility organization, the engineering graduate can be assured of an interesting and profitable type of work that will tax his knowledge of engineering fundamentals, his ingenuity, and mental energy. A challenge to his ability will confront him in seeking solutions to the many problems that arise in the design, operation and maintenance of an electric utility system.

Broad Field for Future Development

The field of the utility engineer encompasses practically the entire engineering profession. There are problems in civil, electrical, mechanical and chemical engineering, as well as the associated fields of physics and chemistry. Manufacturing and engineering firms co-operate wholeheartedly in reaching a solution to the various engineering and operating problems which are constantly occurring. How-

ever, someone must first see the problem, must define it and outline it to the manufacturers. He must work with them to see that the solution is practical and reasonable. He must then return and apply the solution to the original problem to make sure that it is comprehensive and does not create new problems. Sometimes the proposed cure is worse than the original disease. It is the responsibility of utility engineers to appraise the overall situation and to reject changes that are economically unsound, or that do not make definite advances in service dependability.

Summarizing, there is a great need and a real opportunity in the electric light and power field for graduates who have initiative and are able to qualify for important work in this dynamic, growing industry. Such men will find many problems to challenge their talents and ingenuity and opportunities for satisfying and worthwhile careers.



Here and There

President **A. Howard Meneely**, of **Wheaton College**, Norton, Massachusetts, has announced the appointment of Miss **Ellen H. Mueser**, of New York City, as the college's Director of Placement.

Before accepting the Wheaton appointment, which took effect on November 24, Miss Mueser was associated with the Personnel Department of General Motors Corporation, New York City. She has also been an employment interviewer in the Employment Department of the Goodyear Aircraft Corporation in Akron, Ohio, and at R. H. Macy's in New York. She was for five years a vocational counselor and employment interviewer in the Central Branch of the Y. W. C. A. in New York. Miss Mueser is a graduate of Barnard College and holds a Master's degree in Personnel and Guidance from New York University.

Paul O. Reyneau, Director of the New York City office of the University Placement Service at the **Cornell Club** of New York, 107 East 48th Street, died December 1, 1952.

Before joining the placement office, Mr. Reyneau was successively a distribution engineer and assistant electrical engineer with Detroit Edison Company, a consulting engineer with American Gas Company, and technical information representative for Western

Electric Company. He was formerly a consulting editor to *Electrical World* and was the author of many technical and semi-technical articles.

Russell J. Fornwalt, Vocational Counselor, **Big Brother Movement**, 207 Fourth Avenue, New York City, has prepared a revised edition of **School Information Sources** for educational and vocational counselors.

This pamphlet contains approximately 100 listings, arranged alphabetically according to vocations, of publications and sources that prove helpful in counseling young people about their future careers. Price 35c each.

Mademoiselle Magazine, 575 Madison Avenue, New York 22, has reprinted from its January, 1953, issue a sixteen-page portfolio, **College: Whether to Go, Where to Go**. Price, 10c each.

Features include: a discussion of costs of colleges all over the country; a comparison of what high school graduates face with or without college; accounts by sophomores and juniors of why they chose their colleges; a survey of leading non-college schools in the talent fields; the first report on a study of colleges for scholars.

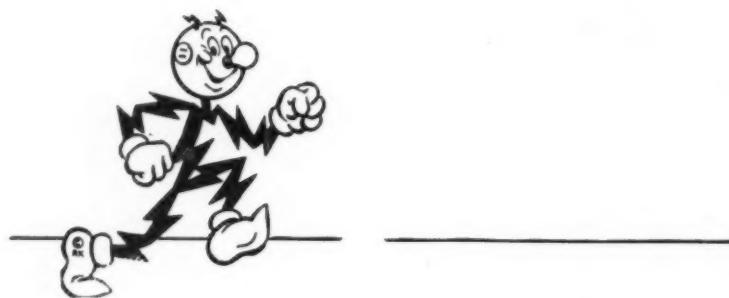


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PHILADELPHIA ELECTRIC COMPANY

IMPROVING ACCOUNTING DEPARTMENT EFFECTIVENESS THROUGH ORGANIZATION, ADMINISTRATION AND TRAINING

H. A. MacKINNON
General Electric Company

This is the second and last installment of the article begun in the December issue.

Since then, the author, Mr. MacKinnon, has been promoted from Assistant Comptroller to Vice President of the General Electric Company and General Manager of the Component Products Division in Fort Wayne, Indiana.

THE channel into which most of our outstanding trainees go for the finishing touches is the traveling auditors staff, where they receive an unparalleled opportunity to observe the operations of many organizations. The benefits of a broad acquaintance with the many areas of the company's business are at least as important to a financial executive as his specific accounting knowledge.

When James Jenkins joins the auditing group he becomes a member of a staff organization of over 100 people, whose job is to conduct general audits of all plants, offices and affiliated companies on a world-wide basis. The auditing staff is organized along the same lines as a public accounting firm with junior, semi-senior, senior and supervising auditors to perform the field work and a supervisory staff at headquarters to carry on the functions which partners would ordinarily perform in an accounting firm. The audits are conducted in accordance with accepted professional standards and are directed toward (1) verification of the financial statements, (2) detection and prevention of fraud and (3) operating economies.

During his stay on the auditing staff James Jenkins will first assist on and later supervise audits in perhaps two dozen separate locations. He will audit the works which produce large rotating equipment and those which produce lamp bulbs or small appliances. He will visit sales offices, warehouses, headquarters organizations, service shops, installment financing offices and perhaps foreign distrib-

uting or manufacturing affiliates in Latin America and Europe. His work will be comprehensive at each location and at the conclusion of each audit he should know the organization and major problems of his client. Names on the company organization charts will gradually become people and the departmental blocks will become concrete business operations. His work will place him in constant contact with people in the commercial, engineering and manufacturing groups as well as those in the accounting and financial areas. He will learn to appreciate more thoroughly the problems of these groups and will henceforth be more tolerant and more helpful in resolving the inevitable conflicts among them.

The traveling auditors staff is geared to the training program as a "postgraduate" on-the-job curriculum. It is a fluid organization with exceptionally high turnover. The period of each man's staff service will range from one to five years. It is not a permanent job for any man. The average traveling auditor at the present time has been doing this type of work for less than two years. The normal inefficiency of rapid personnel turnover is more than compensated for by the enthusiasm of these young men, their basic capability, their desire to progress and the fresh viewpoint which they bring to their assignments. Rapid turnover is an essential requirement of any phase of a training program if it is to attract and hold men of the highest caliber.

In many respects the auditing staff repre-

sents the keystone of our training program for accounting and financial management. Here our most promising recruits are given the opportunity to strengthen their business background, supplement their business knowledge, develop their initiative and judgment and broaden their understanding of the company and its problems. This is the point at which we can test their ultimate capacity and aid in directing them along the particular channels in which their talents will be most productive.

I will digress for a moment to illustrate how this principle of playing to each man's strength has worked out in just one case. One of our auditors, who had followed about the same path as James Jenkins to the auditing staff, was considered a good accountant and a good prospect for accounting management. He did all his audit work well, but showed a particular inclination to devote unusual attention to the phase of his audits related to vouchers and purchase contracts. Usually he was able to justify his expenditure of time on this part of his audits with money-saving suggestions for reductions in material and transportation costs. When this tendency became pronounced, he was henceforth given audit assignments in which purchasing was a major factor to permit him to develop his inclinations along those lines as well as to derive full benefit from his talent for saving money.

In the course of these audit assignments his aptitude for purchasing work became more apparent as his knowledge of purchasing procedures and problems expanded. On one of his last audit jobs his talent along these lines combined with his intimate knowledge of procedures resulted in disclosure of a situation in which several subcontractors were being forced to pay cash kickbacks of 20% to 30% to three employees of the company for each subcontract awarded them. He was able to obtain photostatic evidence of kickback

payments totalling thousands of dollars and the unsavory situation was cleared up by Federal indictment and conviction of the guilty parties. The significant aspect of this case was that the cash payments could not have been disclosed by ordinary auditing techniques, which at best would have merely raised suspicion of irregularity. It is possible that this fraudulent arrangement would still be going on, if we had not assigned to that particular audit a man whose interest, knowledge and ability were centered largely about the purchasing field.

A short time later this man was recommended for and offered a position as manager of purchasing for a large division. Without his sojourn on the auditing staff, he would most likely be filling a responsible job in the accounting field and while his value in this field would undoubtedly be substantial, both the company and the man have benefitted from direction of his ability into the area to which he can contribute most effectively. The primary purpose of our program is to train for accounting management, but we try never to lose sight of the principle that what's right for the individual is best for the company and never to fail to direct ability into the channels in which it will be most productive. Only in this way can we gain and retain the confidence of our trainees and compete successfully for outstanding college graduates. For every good man that we may nominate for a position in an area other than accounting, we will gain several more good men who are best fitted for accounting and financial work and will remain in that field.

Returning to James Jenkins, at the end of three or four years of auditing assignments of progressive difficulty and complexity, it may become apparent that he has gained most of the knowledge and experience which he can profitably obtain through the auditing medium. He has made the most difficult audits and has seen generous samples of all

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phases of the company's operations. At this point his usefulness to the auditing staff is at its peak and at this point, somewhat paradoxically, we believe he should be made available for promotion to a more permanent and a more responsible job. His immediate value on his present assignment must be subordinated to his longer range prospects and the benefits which will accrue to him, his associates and the company through rapid turnover.

Job Must Present a Challenge

The job to which he is promoted must offer a challenge but still be within the range of attainment. It may be a staff or an operating assignment. He may become the manager of finance for a works, a district office or an operating department, where he may be responsible for an accounting organization of a hundred or more people. At this point the knowledge of his ability and capacity, gained through several years of close contact and observation, is the major factor in determination of the type of job which he can reasonably be expected to handle. The entire benefit of his training may be lost to the company if we nominate him for a job that is too big for him, at his current stage of development, or one, on the other hand, that will not offer him a challenge. Some misjudgments are inevitable, but we can keep these to a minimum by setting two objectives—first, to exhaust the various means of knowing the man and secondly, to keep informed of the requirements of various accounting positions and their relative difficulty. Intelligent and effective promotion rests entirely upon this dual appraisal of man and job.

Administration

Our discussion to this point has been concerned principally with the progressive stages in development of financial supervisors but has not described the means of administering a

personnel development program of this nature. Such a program cannot operate itself and cannot be operated haphazardly. There are several administrative requisites which must be provided in one way or another and these may be wrapped up in one package which we may designate as "program coordination." This does not imply any limitation on the freedom of the operating organizations to train, utilize and promote trainees without restriction but it does imply that one staff organization should recruit trainees, recommend standards of training and render advice and counsel with respect to promotions across departmental boundaries—in short to coordinate the operation of the program.

The responsibilities of this staff organization should include:

1. Initial selection and recruiting of all trainees.
2. Initial placement of recruits in various departments.
3. Preparation of classwork material and establishment of uniform standards of instruction and grading.
4. Specification of rating procedure.
5. Maintenance of individual records on each recruit as to
 - a. Ratings
 - b. Grades on classwork
 - c. Location and job assignment
6. Establishment of a uniform salary schedule for trainees.
7. Advice and counsel on movement and promotion of trainees.

The need for coordination is inherent in a company-wide program and we believe that only a company-wide program can consistently attract the highest type of financial talent. Consider the plight of the cum laude graduate who, in these times, may have had interviews with recruiters from ten companies

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and offers of employment from all of them. After considering the salaries offered, the locations involved, the type of work, type of business and general reputation of the various companies, he may have narrowed his choice to two companies. Let us assume that each company has twenty operating divisions or departments, each concerned with manufacture and sale of a single class of products. Company A is represented by twenty recruiters, one for each department, and each of them explains that his department operates its own training program and that the program leads to financial management positions in that department. The recruiter from Company B represents his entire company and explains that while a new recruit may be assigned to any one of the twenty departments for his first few years of training, nevertheless, his opportunities for advancement are not confined by departmental or geographical barriers. He will be in competition with all other recruits throughout the company for all important financial positions in the company and he will have the same general training regardless of departmental assignment. His accomplishments will be known not only within his department but also by a general staff organization. He will not be lost in the shuffle or deprived of opportunity for advancement if timely openings fail to occur in his own department or if his department should happen to be overstocked with outstanding trainees. You may draw your own conclusions as to the company which our ambitious cum laude graduate will choose.

The staff organization concerned with development of financial personnel should perform or coordinate all recruiting functions. We are told by college placement officers that they cannot do a good job of putting their best men forward on the right interview schedules, if they themselves are confused by a stream of recruiters from a single company, all looking for graduates for financial work

but each offering a separate departmental training program. This confusion and overlapping may well result in diversion of the best men to recruiters of other companies, recruiting on a company-wide scale and with a single well-defined program to offer.

The staff's coordinating functions with respect to recruiting should include these responsibilities:

1. Maintenance of a group of qualified recruiters fully familiar with the training program and the company.
2. Determination of the number of recruits who can be trained properly and utilized effectively by the various departments of the company; in effect to solicit orders for new trainees.
3. Maintenance of current contacts with colleges and their placement officers.
4. Scheduling of recruiting trips, taking into account the probable number of qualified candidates at each college, suggestions of the placement officers as to timing and estimated requirements of the company as to quantity of new men needed.
5. Final selection of candidates and mailing of offers based largely upon the observations and recommendations of the recruiters.

Initial placement of new recruits should be made by the staff group in accordance with the orders for men that they have on hand from the various departments. While quantity requirements of each department are the governing factor, the training director may be able to consider the personal preference of the trainees as to geographical location and also any specialized education which might make a particular man of greater value in a particular type of business. For example, one of our recruits who had worked for several summers in an aircraft factory was assigned to

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EDNA D'ISSERTELLE, *Director*
Department of Personnel and Training
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an accounting training job in our Aeronautic and Ordnance Systems Division, where his prior experience would benefit the company and help him to get his feet on the ground a little faster. Another who had done considerable research on the printing industry while in college was assigned to our printing affiliate. Several men whose college specialty was mathematics were given their first jobs in our Pension Department on actuarial assignments.

We do not expect our printing industry specialist to continue in that field and we do not expect our mathematics majors to pursue actuarial work indefinitely. That may happen in a few cases, if the man's interests and ability continue to develop strongly in the direction of his college specialty. In most cases it won't happen. As the man works, studies, learns to know more about the company and broadens his knowledge of accounting, his perspective and interests will be correspondingly broadened. In the meantime he can be satisfied that his college specialization has had some value to the company, has not been wasted and has helped to provide for him a relatively easy transition from theory to practice, from school to industry. While these considerations must remain secondary in making initial placements, the possible benefits of a particular assignment for a particular man should be weighed in each case. We must start, even at this early stage, to think of each man as an individual rather than a number.

If a classwork program is offered, it can best be administered on an over-all basis. The actual instruction may be done departmentally or locally, but the scope of the courses and standards of instruction and grading must be uniform. We accomplish these objectives by placing the direction of each course in the hands of one man who is particularly qualified in the particular field of the course. The necessary number of qualified instructors

is selected in each of the course locations and these men work with the man in charge of each course in selection or preparation of texts, lecture and class material, quizzes and examinations in accordance with the scope and standards set forth by the director of the training staff. The man in charge of each course effectively serves as a part-time member of the staff responsible for administration of a single course. This arrangement permits the utilization of the best talent, regardless of the departments in which that talent may lie, without losing the benefits of uniformity of scope and standards.

Uniform Rating System

Good personnel administration in a large concern requires a system of employee rating. While a supervisor may know the relative ability of ten or twenty employees working directly for him, no one person can know or rank accurately a thousand or more employees without a uniform rating system. Intelligent promotion requires accurate rankings and each employee is entitled to know how he is doing currently, where he needs to improve himself and what faults he has in the eyes of his supervisor. To a financial training program in which rapid promotion is a dominant factor a standard rating procedure is indispensable. To be effective, the system must be uniform and uniformity in turn requires unified administration to specify:

1. The form of rating sheet.
2. The frequency of ratings.
3. The number of raters for each employee and the level of supervision at which the rating should be performed.
4. Requirements as to discussion of ratings with the rated employee.
5. Standards of rating.

The rating procedure which is used for our financial trainees requires that each trainee



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ANSWER:
All of
them...
and
many more!

be rated by three people at the end of the first six months; second six months and each succeeding twelve-month period. The raters include his supervisor and other individuals who are closely associated with his work. A composite of the three ratings is prepared, shown to the employee and discussed with him. A copy of the composite rating sheet is sent to the training program director.

The rating sheet provides for appraisal of the trainees' performance and aptitude in the following categories:

1. Attitude toward work, associates and company.
2. Analytical ability.
3. Initiative.
4. Sound business judgment.
5. Efficiency.
6. Dependability and accuracy.
7. Personality.
8. Leadership.
9. Value on assigned work.

Space is provided on the form for detailed comments of the rater on the trainee's good and bad points and his future work interest.

A central statistical and record-keeping operation is an essential feature of a widespread training program. If we are to appraise our trainees properly and advise intelligently as to placement and promotion, we must know at one point exactly where each trainee is, what he's doing and how well he is doing. To have this information readily available we keep a file on every man ever recruited under the program and through the medium of regular reports from the various departments and an annual inventory of past and present trainees, we keep the information on each man up-to-date. Included in this file are:

1. Interview form.
2. Employment application.

3. Correspondence with or concerning the applicant.
4. A copy of each composite rating sheet.
5. A record sheet showing employee's picture, personal data, educational background, job assignments and grades in the classwork.

Supplementing these voluminous files we maintain a punched card file to facilitate compilation of reports and special information which may be needed quickly. A card is prepared for each recruit, showing personal data, including date and place of birth, marital status, educational background, employment record, grades in classwork and class ranking, special skills such as facility with foreign languages and other relevant data. If we need a listing of all men with MBA degrees, all men from a particular college, all men in a particular department, all men employed in a specific year or almost any other classification of present and former recruits, these cards can be quickly sorted to produce the necessary information.

From this wealth of statistical data, two principal reports are issued regularly, in addition to the numerous special reports and analyses which may be needed from day to day. First and of greatest importance is an annual report showing for each division, department and location of the company, the name of each man recruited under the program, segregated by year of employment, and a summary of these detailed listings. This report is particularly useful in consideration of nominations for specific job openings. It provides assurance that no man of the required experience is overlooked. Constant review of this report, supplemented by reference to the individual record sheets, course grades and ratings, improves and refreshes our knowledge of each man's ability and status and is our best means of making sure that no man gets lost in the shuffle and that equal

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opportunity of advancement is made available to all men wherever located. This report includes about 2000 men recruited under our financial program since 1919 who still remain with the company. We cannot leave their proper recognition to chance or memory.

The other major report lists for each of over 100 colleges, the names of each of their graduates recruited under our program, the year of employment and their present positions. This report is an effective instrument in dealing with the college placement officers and in directing our recruiting efforts toward those institutions which have contributed most to the success of the program.

Salary rates must be uniform for recruits of comparable educational backgrounds and therefore the personnel development staff should establish the starting rates and salary ranges for the training period. With the aid of such salary schedules each department can in its own discretion give proper recognition to relative degrees of performance during the training period and still keep the trainees' salaries in line with those at other locations. Without uniformity, the facility of movement of trainees from one department to another would be greatly impaired.

As I have indicated, perhaps the most important part that the staff organization plays in the development of financial management personnel is that of advising the various departments with respect to movement and promotion and of nominating outstanding men for important positions as the openings occur. If this job is to be done well, we must know all the men in the program and know the requirements of all types of positions in financial work throughout the company. Just as quality of personnel is a fundamental requirement of an effective accounting organization, so is quality of administration a basic essential of a successful training program.

The success or failure of the program rests upon the knowledge, energy and judgment of the staff which administers it.

Conclusion

The subject of organization, administration and training in their relation to accounting department effectiveness may be pursued at length and with profit from the standpoint of job content, lines of responsibility and accountability, definition of functions and relationships, flow of work, clerical procedures or standards of reporting. I doubt that I could add to the wealth of information available on general organizational standards and principles and I have therefore directed my statements solely toward the selection and development of accounting personnel. If our candidates for supervisory and administrative positions are carefully selected, thoroughly trained and intelligently promoted, we may then be certain that the raw material of our organization is sound and if placed within a sound organizational framework and given the proper facilities and machines, will accomplish its assigned objectives effectively.

I have described one type of personnel development program which may differ widely in detail. The proper program for a particular company must be tailor-made to be fully effective and must take into account all the problems of location and organization structure peculiar to that company. However different in detail, every program should be built around the objective of attracting, training and fully utilizing the highest-quality talent available. Perhaps most important of all, we believe that a successful program must be based on the philosophy that every man is an individual, that he must be known and treated as an individual and that his best interests will almost always coincide with the ultimate best interests of the company.

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TRENDS IN THE EMPLOYMENT OF COLLEGE AND UNIVERSITY GRADUATES IN BUSINESS AND INDUSTRY 1953

A Survey of 176 Well-known Business and Industrial Concerns

FRANK S. ENDICOTT, *Director of Placement*
Northwestern University
Evanston, Illinois

THIS is the seventh annual survey of policy and practice in the employment of college and university graduates in business and industry. Survey forms were sent to a selected group of industrial concerns, mainly large and medium-sized corporations which have developed co-operative relations with higher institutions in order to employ each year a number of inexperienced college graduates. Almost all of the reporting companies regularly send representatives to various campuses to interview applicants.

The 176 concerns from which reports were received are representative of that group of companies which actively seek college and university graduates. Nearly all have been contacting selected campuses for 5 years or more. Great care has been taken not to identify these companies in any way.

Sources of Data

Survey forms were filled out and returned

during the period from November 6 to December 1, 1952. The election was over but the Korean conflict continued. The effects of the steel strike were still being felt by certain industrial concerns. About 75% of the men in the senior classes of our higher institutions had not yet completed their military service.

The reporting companies represent a variety of business interests, as follows:

Light Manufacturing	25
Banking, Insurance and Investment	20
Drugs, Chemicals and Medical Supplies	15
Food Manufacturing and Processing	13
Machinery and Heavy Equipment	13
Steel and Other Metals	9
Gas and Electric Products	8
Retail Store—Mail Order	8
Automobile and Aircraft	7
Oil	7
Utilities	7
Building Materials	6
Paper	6
Tires and Rubber	6
Public Accounting	5
Textiles—Apparel—Shoes	5
Carriers	4
Printing and Publishing	3
All Others	9
Total	176

Charles S. Leopold
Engineer



213 South Broad Street
Philadelphia

The Employment of Inexperienced College Men During the Past Year and for Next Year as Reported by 157 Companies

Field	Past Year		Next Year	
	No. Companies	No. Men	No. Companies	No. Men
Engineering				
Kind not stated	43	3614	44	4241
Mechanical	41	505	48	717
Industrial	19	101	20	130
Electrical	18	107	17	145
Chemical	27	518	28	829
Civil	6	18	5	21
Architectural	3	18	3	20
Metallurgical	6	11	4	12
Other	9	53	12	63
 Total Engineering	 4945		 6178	
Accounting	77	1180	79	1176
Advertising	25	143	22	130
Chemistry	49	562	44	661
Economics	9	57	5	37
Finance	12	62	10	40
General Business Trainees	63	1458	61	1612
Insurance	9	74	4	71
Law	17	42	8	39
Marketing	7	42	10	47
Market Research	15	25	15	27
Merchandising	8	208	8	306
Office Management	10	89	8	94
Personnel	40	86	26	53
Physics	14	164	16	280
Production Management	25	261	26	279
Sales	62	1742	59	1945
Secretarial	3	17	3	12
Statistics	10	24	5	20
Time and Motion Study	24	110	25	123
Other Fields	23	420	19	495
 Total Non-Engineering	 6766		 7447	
Grand Total	11,711		13,625	

The Employment of Inexperienced College Women During the Past Year and for Next Year as Reported by 52 Companies

Field	Past Year		Next Year	
	No. Companies	No. Women	No. Companies	No. Women
Engineering	4	15	4	55
Accounting	7	20	8	26
Advertising	5	52	3	40
Chemistry	1*	40	11	42
General Business Trainees	7	67	5	60
Insurance	1	8	1	5
Marketing	1	1	0	0
Market Research	3	11	3	6
Merchandising	2	15	2	40
Personnel	7	9	3	4
Physics	2	6	2	7
Production Management	1	6	1	6
Sales	2	5	1	1
Secretarial	21	222	21	218
Statistics	3	6	2	6
Time and Motion Study	1	3	1	3
Other Fields	6	78	7	64
 Total	 574		 583	

Colleges Contacted as Reported by 162 Companies

Employment Contacts Last Year		Will Contact More Schools Next Year	Will Contact Fewer Schools Next Year	Will Contact Same Number Next Year
No. Companies	No. Schools			
17	5 or less	6	0	11
32	6 to 10	15	3	14
36	11 to 20	13	9	14
49	21 to 50	17	11	21
11	51 to 75	6	4	1
6	76 to 100	3	0	3
11	Over 100	4	1	6
162		65	28	70

Starting Salaries for College Men as Reported by 174 Companies

Field	Number Companies Reporting	\$225 or Less	\$226 to \$250	\$251 to \$275	\$276 to \$300	\$301 to \$325	\$326 to \$350	\$351 to \$375	\$376 to \$400	Average Starting Salary
Engineering	125	2	2	0	14	53	45	8	1	\$325.00
Accounting	110	3	3	21	39	35	9	0	0	\$297.00
Sales	105	3	3	13	42	25	18	0	1	\$301.00
General Business										
Trainees	105	4	10	20	34	30	7	0	0	\$292.00
Other Fields	22	2	5	3	4	5	3	0	0	\$283.00
Average Starting Salary All Fields										\$304.00

How Present Starting Salaries Compare with the Figures for June, 1952

Field	No. Companies Reporting	Same as June, 1952	Higher Than June, 1952	Average Percent Increase
Engineering	119	65	54	6.8%
Accounting	99	56	43	7.6%
Sales	91	51	43	7.5%
General Business Trainees	95	53	42	7.9%
Other Fields	16	11	5	7.0%

Average Salaries—7th and 13th Months

Field	No. Companies Reporting	7th Month	13th Month
Engineering	107	\$341.00	\$366.00
Accounting	89	317.00	337.00
Sales	83	322.00	344.00
General Business Trainees	89	315.00	332.00
Other Fields	15	311.00	326.00
Average—All Fields	324.00	345.00	
	1949—46,000	1953—23,000	
	1950—53,000	1954—19,000	
	1951—42,000	1955—22,000	
	1952—30,000	1956—29,000	

The accompanying tables seem to indicate clearly that, in spite of the much publicized shortage of graduating engineers, these reporting concerns will seek to employ still more technical men than were hired last year. The increase is about 25%. More non-technical men are also needed, but the increase over last year is only 8%.

Engineering educators have made the following estimates of the number of graduating engineers.

It has been estimated that about 75% of the men who will graduate from colleges and universities this year have not had any military service.

There are, however, some companies which reported their intention to seek fewer college graduates this year. This was true for 24%

of the concerns employing technical men and for 34% of those employing non-technical men. This may be an early indication of another "leveling-off" in the demand for non-technical men by 1954.

There seems to be no increase in the number of companies actively recruiting college women. In fact, with the exception of engineering, the number of jobs for which college

women will be recruited has been slightly reduced.

College and university placement officers can expect still more campus visitations. About 40% of these concerns announce their intention to contact more schools this year.

Respondents were asked to indicate what percentage of their needs for college men were met last year. The results follow:

Field
Engineering
Accounting
Sales
General Business Trainees

Number of Companies Supplying a Percentage Figure	Average Percentage Reported
98	68%
80	71%
87	78%
76	80%

These companies also reported the number of interviews and job offers which were necessary last year in order to employ 10 college men. A total of 148 concerns supplied information. The average number of men interviewed for every 10 men hired was 151 and the average number of job offers was 24.

Salary Trends

Salaries for beginning college men are definitely up. About 44% of the reporting companies are raising starting rates. On the

average, the increase over last year is a little over 7%. Starting at \$304 per month, the average college man employed by these concerns will be earning \$324 per month after 6 months and for the 13th month he will be paid \$345. Engineers will start at about \$325 per month, a figure which is a nation-wide average.

The table below shows the upward trend of average beginning salaries for inexperienced college graduates (men) since 1948, as reported in previous surveys.

Field	1948	1949	1950	1951	1952	1953
Engineering	\$250	\$261	\$260	\$270	\$305	\$325
Accounting	215	240	238	246	275	297
Sales	226	240	240	247	275	301
General Business Trainees	221	236	234	241	271	292
Average for All Fields	235	245	245	251	283	304

Since the upward trend of these salaries is a subject of much discussion, respondents were asked the following question: "All things considered, including the upward spiral of the general price index and general increases in wages during recent years, do you think that the beginning college graduates today are overpriced?" Here are the answers:

YES—69 or 39%. NO—97 or 55%.

No clearly stated answer—10 or 6%.

Here is a typical comment by one who thinks that these men are overpriced. "Com-

pared with today's starting rate, the 1938-39 rate of approximately \$130 shows quite an increase. Both the inflationary trend of wages in general and, specifically, the lean market in technical graduates have put the price so high that it is difficult to keep the salaries of present employees in line with the increasing starting rates of graduates."

A respondent who answers NO to the question, explains his reply as follows: "Starting college graduates in 1937 and 1938 received approximately \$100-125 per month. Many of

the graduates hired in the late 1930's and early 1940's bought their homes and furniture at relatively moderate costs even at that time. They are now paying on home loans at a monthly rate which is one-third or one-fourth the outlay of the recently hired graduates. The recent graduate is having to buy furniture at a very high cost while the 1937-1940 graduate is still using his. Therefore, I say that the present graduate is not overpriced."

In view of the sharp decrease in the number of graduating seniors available for employment, there is a great interest in the men now completing their military service. All but four of the reporting companies indicated that they are prepared to interview and employ these men as soon as they are discharged from the services.

College graduates previously employed and now in service are expected to return to their jobs. A total of 135 companies reported that, based upon previous experience, 83% of such men will return to the company.

A question sometimes arises concerning the desirability of continuing to start men on training programs only on specified dates. A total of 171 companies reported present practice. Only 33 begin training programs only on specified dates.

An attempt was made to discover whether or not the reporting companies find that non-college employees feel that the college group is getting preferential treatment. The answer seems clearly to be NO since only 20 replies indicated that this is a problem.

Where such a problem has been solved the most commonly reported procedures include:

1. A clearly stated policy that only college graduates are employed for certain positions.
2. Admitting non-college men to certain training programs if they meet all but educational requirements.
3. Promoting those without degrees as

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Some Questions and Problems

Those who supplied data for this report were invited to state some particular problem which especially concerned them. It was not possible to classify the replies, but the following statements cover practically all the problems which were mentioned.

1. Are companies finding it worthwhile to visit army camps?
2. What are the colleges doing to contact and aid in the placement of returning veterans from Korea?
3. What single factor (if there is one) seems most influential in causing a graduate to accept a company's offer?
4. Why are graduates so uncertain about the field of work for which they are best fitted?
5. During what month is it best to interview June graduates?
6. Can non-technical graduates successfully fill technical sales positions?
7. Now that interview schedules are somewhat unfilled, is there any way to co-ordinate placement services on campuses where it is decentralized?
8. Has the co-ordination of placement activities progressed to the point where industry need not contact special schools such as business or law to fill unusual needs?
9. We would like to have good men find us once in a while instead of constantly looking for them.
10. Placement men are letting students interview too many concerns. The number of interviews should be limited.
11. What should be the differential between

the salary of technical and non-technical graduates, if any?

12. Can university placement offices function so effectively that the college man will not be forced to "buy a job" through a fee-charging agency?
13. Why are so few top men being seen by the normal recruiting processes?
14. What are we doing to the man's attitude toward his job and business by flocking to the schools and bidding high for his services?
15. What are recruiting costs per trainee hired?
16. Can companies co-ordinate their recruiting and salary offers in some way in order to reduce the bidding for men?
17. How are salaries for M.S. and Ph.D. men determined? What consideration is given to military and other previous experience?
18. What inducements are being offered to engineering graduates to attract them?
19. What are companies doing to off-set objections to living in a community with high costs and difficult housing conditions?

Many of the above questions and problems should be answered by the colleges and universities. Others can be best answered by industry. A few imply conditions and practices upon which there may be some disagreement. In any case, the list is a very interesting one and includes problems worthy of study and thoughtful discussion.

Concluding Statement

It is clear that the campus recruiter and the placement director will face many serious problems during the coming year. It is hoped that this survey will contribute to the understanding of some of them.

Again it should be pointed out that these studies are made possible by the interest and co-operation of a large number of busy executives in business and industry.

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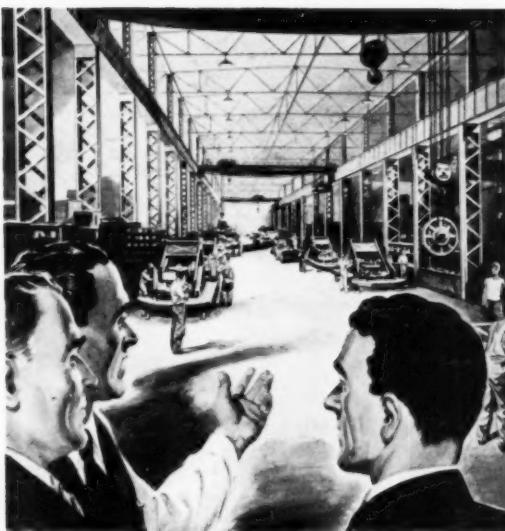
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BOOK REVIEWS

Six Ways to Retire. *Paul W. Boynton.*
Harper and Brothers, New York, 1952. 145
pages. \$2.50.

Every now and then during the cold winter months there comes one of those clear warm days that carries with it a breath of spring. Mr. Boynton's "Six Ways to Retire" is, indeed, a "breath of spring" in the field of literature on the subject of old age and retirement.

His approach to that which is inevitable is not the customary dark, cold and bitter picture painted by so many who condemn forced retirement at sixty-five or sixty-eight or sixty, or who claim that retirement plans do not furnish enough money or that not enough people are covered by retirement plans. He did not bemoan the fate of society because in years to come too many people would be living in retirement. Mr. Boynton chooses the positive; he accepts the fact that everyone of us will sooner or later reach the time for retirement; he accepts the unchangeable truth that Ponce de Leon did not actually find the "Fountain of Youth," but that all of us have, will and forever shall grow older.

These being the facts as they exist, "Six Ways to Retire" presents a potentially happy future for everyone whose health is at least fair. "Retirement," says Mr. Boynton, "is not a cessation of activities, but merely a shift of activity, and, for the careful planner, it will be a shift for the better." Retirement is not a lessening of interests, but the developing of a wider range of interests. Retirement is not the loss of usefulness, it is the period in which one may greatly enlarge his usefulness. Retirement does not mean wasting time, energy and money; but rather using one's time, energy and money more wisely for that greater volume of activities that have always been postponed for the future. "In other words," says Mr. Boynton, "retirement is your second chance; it is your opportunity to rectify old mistakes and to find new fields for personal satisfaction." For a successful retirement one must work at it, plan for it and prepare the way as carefully as the hardest job ever attempted. The payoff is in happiness and longer life.

First and foremost among the recommended steps for a potential retiree is to discover one's self. Find what is missing from personal living and what is desired for future living. Flexibility of mind and the emotions is just as important as flexibility of muscles. Exercise of the mind performs the same function as exercise of the muscles in keeping the flexibility of youth. Hence, Mr. Boynton's recommendation is to start early, very early in planning for retirement.

Another false notion he seeks quickly to dispel is that "the old age process is one of going down hill." He cites throughout the book a multitude of illustra-

tions of older people whose greatest field of accomplishment did not arrive until their years beyond fifty. With constant advancement being made in the science of geriatrics, the tendency in this direction should increase tremendously in years to come.

As to finances, "Six Ways to Retire" contains many helpful suggestions and illustrations to prove that, in general, an older person needs less money to live on than he thinks. Certain minimums are, of course, essential, but with careful planning, even in these times of inflation, a small amount of money can be stretched more than most of us believe.

Mr. Boynton advocates less effort in the direction of determining the age of retirement and more effort towards determining the true happiness of life that can be found in a well-planned useful retirement, probably starting earlier than is generally contemplated.

He sees no harm whatsoever in a retirement partially financed by pleasant work, whether it be full-time, part-time, avocation or public service. The goal is happiness; the key, proper planning beginning at an early date.

"Six Ways to Retire" pretty well covers all the problems that must be faced: money, where to live, what to do, that last day of work, and he gives illustrations of retirement failures as well as successes. "Retire to something, whether it be work or play," says Mr. Boynton. The ideal day for the retired man is a busy day—not full of "I can't," not "putting in time," but full of real exploration into many, many new worlds that can be opened up to the wise person who looks forward to his plan of retirement with a flexible program of work, play, public service or new experiences whatever and wherever they may be.

"Retirement to understanding" is the final chapter of "Six Ways to Retire." This is the net result of all that comes before. Just as the statement that "Growing older is what you make it," so, too, is it true that "Only yourself can make you unhappy." The choice belongs to everyone of us—a book can only suggest, it cannot do the job for us.

Thus, "Six Ways to Retire" is, indeed, a worthwhile book, one that should be read by all those interested in their own future happiness and in that of their families.

JAMES W. TOWNSEND
The Budd Company
Philadelphia, Pennsylvania

How Am I Doing? Self-appraisal for the Aspiring Executive. *Robert Foster Moore.*
New York: B. C. Forbes and Sons Publishing Co., Inc., 1952. 147 pages. \$3.00.

The voice of Robert Foster Moore is one to be heeded when he gives advice to executives. No vague

theorist, he has his feet firmly on the ground; and part of that firmness springs from the experience which comes from having grappled with the problems he is discussing, from wholesome idealism, and from faith in God and man. He speaks with authority and conviction arising from his intimate knowledge of education and of business, for he has served as Placement Director for Columbia University, where he gives the course, "Developing Executive Ability," and is General Manager for Richardson, Bellows and Company, industrial consultants.

The purpose of *HOW AM I DOING?* is set forth in these two quotations from the text: "The aim of this book is to help you (men and women) do a better job." "This is a practical book for the young or old-young executive with a strong urge to go places. It should help him get his bearings, fix a goal, chart a course and, with more dependence on skill and planning them on luck, to navigate successfully to his chosen destination." But there is another purpose, and that is to help meet a growing demand: Many top-flight jobs are unfilled because there is a serious shortage of executives. Therefore ambitious people who will apply the teachings of this book can do society, as well as themselves, a great service.

It seems that Mr. Moore has accomplished his purpose exceedingly well. His is no from-bottom-to-top-in-four-lessons-by-mail formula, but is serious stuff, briefly and clearly put. Though the book can be read quickly, applying the advice takes time; but it is time well spent. The emphasis is on self-appraisal, and the aspiring executive is assisted in accomplishing the self-analysis by means of soul-searching questionnaires that point up specific qualities needed for success. Thus, by identifying what is wrong, the steps to be taken for remediation appear in bold relief, illustrated by a number of short case histories.

The format of the book is especially attractive. Light and easy to hold, its print is of a size for comfortable reading; and Bert Kirchheimer's humorous illustrations establish, with a chuckle, some of the high-lights. At first it is the slang of the title which catches our attention, but soon the philosophical import is apparent and is supported by the twelve chapter headings, cleverly phrased: 1. Opportunity

Inevitable, 2. How Long is a Rut? 3. How Do I Rate Myself? 4. Blueprinting Your Future, 5. Salary Symptoms, 6. Greener Grass, 7. Techniques for Changing Jobs, 8. The Boss and I, 9. Your Executive Self-Training Program, 10. Dynamics of Achievement, 11. Friends Unlimited, 12. Maturity, Prosperity, Security.

This is a balanced book. Mr. Moore sees clearly the side of the executive and the side of the would-be executive, and speaks out fairly for each. He sees clearly the ideal and the theoretical on the one hand and the practical and the technical on the other. He puts those two impostors, security and prosperity, in their proper places by discussing at some length the characteristics of maturity. Finally he advocates a healthy belief in self, deeply rooted in a firm faith in a Higher Power.

Mr. Moore makes no claim that the ideas in this book are all new. Indeed, many of them have been presented before in similar discussions, one of them being the author's *BLUEPRINT YOUR CAREER*. The value of this presentation is that it is brief, timely, and forceful. Its up-to-dateness is shown by references to present day conditions, by lists of recent publications, and by charts of current facts. It is not intended to be "definitive." For example, there is no treatment of interviews nor of letters of application, but one can find subtle suggestions concerning these by reading carefully for implications. However, for those who want more than subtleties, the excellent reading list at the end will supply such details. A few readers may classify some points as being too obvious for inclusion; these have to do with human relationships, but the executive who is worthy of the name will feel that these are points to keep ever before us. Although this book speaks with ringing conviction to those who wish to reach the top, it has much to say to those who have arrived to keep them from getting into ruts of smugness, for as Mr. Moore says, "Self-scrut'ny periodically is important to anyone's future," and present, we would add.

MARGARET BLAIR, Assistant Director
Vocational Guidance and Placement
Florida State College
Tallahassee, Florida



How We Earn Our Pay

We need to be reminded every so often that at different times those with management responsibilities are paid for different abilities and qualities.

At one time we may earn our pay for our ability to analyze; at another for being able to make a hard decision; at still another for our ability to sell an idea or to negotiate a contract.

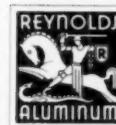
Then again, there are times when we are paid merely for being patient, or persevering, or stubborn; or for having a sense of humor, or being able to keep our perspective.

All of these abilities and characteristics have their business value. Often we are earning our pay, not for what we are doing but for what we are.

—In *Management Briefs*.

REYNOLDS METALS

FACTS



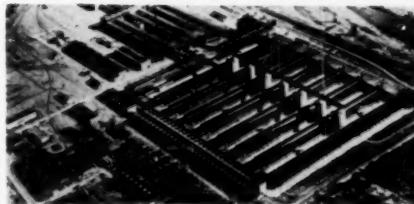
Formed in 1919, the Reynolds Metals Co. now operates 27 plants in 15 states, including wholly owned subsidiaries, and is the nation's second largest aluminum producer. The company has been expanding ever since that date, and even now is building two new plants in Texas and Arkansas.



McCOOK, ILLINOIS

Wide varieties of opportunities are offered graduates by Reynolds Metals because of the intricate processes necessary to produce aluminum. These are: Bauxite mining (Arkansas, Jamaica, B.W.I.); chemical production of alumina (Arkansas); electrolytic reduction of alumina to aluminum (Arkansas, Oregon, Washington, Alabama, Texas); sheet rolling (Alabama, Illinois); extruded products (Michigan, Arizona); foil rolling (Alabama, Kentucky, Virginia); foil printing (California, Missouri, New Jersey, Kentucky); structural shapes, rod, cable (Alabama); powders and pastes (Kentucky); fabrication of aluminum industrial parts and building products (Kentucky).

The above operations provide attractive opportunities for graduates in Chemistry, Chemical Engineering, Metallurgy, Mechanical Engineer-



TROUTDALE, OREGON

ing, Electrical Engineering, Civil Engineering, Industrial Engineering, Accounting, Mining, Geology, and others.

Why are they "attractive opportunities?"—Reynolds Metals Co. is the fastest growing company in one of America's most expanding industries—Aluminum. War or peace, aluminum always has high priority. New uses for aluminum are being discovered daily. In this type of situation advancement is rapid.

Believing that technical graduates have acquired sufficient theory it is the Reynolds policy to place trainees for production, engineering, and accounting openings in an on-the-job situation—after preliminary orientation. Trainees for sales engineering, and, in many



HURRICANE CREEK, ARK.

cases, non-technical sales may be assigned to production plants for basic experience or to work in sales offices. This training for sales personnel is further augmented by formal training methods.

For further information on Reynolds job opportunities for college graduates write to General Employment Manager.



PHOENIX, ARIZONA

REYNOLDS METALS CO.

3rd AND GRACE STREET

RICHMOND, VIRGINIA

EASTERN COLLEGE PERSONNEL OFFICERS

October 12-15, 1952

Lenox, Massachusetts

The Eastern College Personnel Officers met for their twenty-sixth annual conference on October 12, 13, 14 and 15, 1952, at the Curtis Hotel in Lenox, Massachusetts, with Samuel A. Ladd, Jr., Bowdoin College, President of the E.C.P.O., presiding.

After an Executive Committee meeting and Registration on Sunday, the program opened Monday morning with a "second cup of coffee" and a *Newcomers' Session*, under the chairmanship of Philip J. Brockway, University of Maine, assisted by Horace C. Houghton, Bethlehem Steel Company, and Miss Ruth Houghton, Barnard College. Placement and Employment Office forms of member institutions were on display.

President Roswell G. Ham, of Mount Holyoke College, and Vice President and Treasurer, John F. Meek, of Dartmouth College, extended greetings not only from their own colleges, but from all Massachusetts colleges and universities.

The New Look

The afternoon was devoted to a panel called "The New Look," which was handled entirely by new ECPO members. Arthur F. Hartford, Jr., of E. I. du Pont de Nemours and Company, the chairman, opened the floor to heavy debating with his topic, "Earlier Recruiting." Miss Katharine Irwin, Pembroke College, discussed "How the Recruitment of Women is Assisting the Defense Effort." Harry Ingram, U. S. Rubber Company, appealed to his audience for "A Better Understanding of Job Titles" on the part of job applicants.

Raymond H. Fogler, former president of the W. T. Grant Company, was the featured speaker at dinner that evening. He generously shared his wisdom and insight into the perennial problem, "The Right Person for the Right Job."

Tuesday morning the divergent interests of college and industry were given full scope on separate panels. Mrs. Evelyn B. Yates, of Massachusetts Institute of Technology, and George P. Donaldson, of Boston College, discussed "College Placement Relations with Industry" before an audience of college representatives, while Miss Elizabeth Anne Mallay, of the Federal Reserve Bank of New York, and James E. McCulloch, of Ford International, took "A Critical Look at College Placement by Business and Industry" as the title of their discussion for industrial representatives.

Returning Veteran and Military Problem

Tuesday's luncheon was highlighted by a report by LCDR Frederic A. Wyatt, U.S.N., on leave from Union College as Placement Director, and Past President of ECPO, on "The Returning Veteran and Military Problems," which has since been followed up with a stirring appeal to each conference guest and

ECPO member for suggestions as to how employers and college placement officers might best serve college people on active duty with the armed forces.

A free afternoon enabled "leaf-lookers" to visit Mount Greylock or the more daring to see a demonstration of artificial lightning at the General Electric plant in Pittsfield which Robert J. Canning, of G. E. in Schenectady kindly arranged. All industrial members were then hosts at a Social Hour preceding the dinner, at which the speaker, William Whigham, Jr., Assistant Vice President, Industrial Relations Administration, United States Steel Company, in his talk, pointing to the birth of at least twenty new industries such as radio and television within the span of one generation, predicted the evolution of more job opportunities from future scientific discoveries. Music by the Amherst D. Q.'s and Zumbyes concluded the evening delightfully.

What's Ahead for College Placement

Wednesday morning, to obtain the thinking of the entire group on the topic, "What's Ahead for College Placement," Robert F. Moore, of Richardson, Bellows, Henry & Co., chairman of the final session, utilized an effective group discussion method, assisted by Mrs. Joan F. Bishop, of Wellesley; J. K. Bradford, of the University of Toronto; George P. Donaldson, of Boston College; Miss Ruth Houghton, of Barnard; Carl W. Lauterbach, of Eastman Kodak, and LCDR Frederic A. Wyatt, U.S.N. Questions submitted by groups among the audience were answered by panel members. It was formally resolved that the ECPO adopt a standard Company Information Sheet which it was hoped would be widely used by ECPO members and industry generally, as a form for supplying all of the colleges with information about a company's activities.

At the business meeting on Tuesday the following officers were elected for the year 1952-53:

President—Donald W. Cameron, Dartmouth College.

1st Vice President—Mrs. Viola Saltmarsh, Tufts College.

2nd Vice President—Miss Ruth Houghton, Barnard College.

Recording Secretary—Miss Rose Mullin, Emmanuel College.

Treasurer—Pennell N. Aborn, Virginia Drew Guidance Center.

Members-at-Large—Arthur H. Barron, W. T. Grant Company; Philip J. Brockway, University of Maine; Herbert P. Catlin, Rensselaer Polytechnic Institute; David W. Currier, Sylvania Electric Products, Inc.

MARGARET ROGERS
Manhattanville College
of the Sacred Heart

Wildcat WELL



The A. W. Moye No. 1 at Pollard, Alabama, was what the industry calls a rank wildcat. Statistically, the odds are eight to one against such a well being a producer.

The drilling of a wildcat oil well is a venture into the unknown. No matter how well geologists and geophysicists have done their job, no matter how well the potential oil-bearing structure has been mapped, the final discovery of oil can be made only by drilling a well. And 8 of 9 wildcat wells are "dry holes."

Each wildcat well is, then, a calculated risk. To lessen the risk, the oil industry invests heavily in theoretical research, and in practical geological and geophysical field work. This work may cover a period of several years before the first wildcat of an area is spudded in.

A case in point is Humble's recent Alabama

discovery in the Pollard area. The Company first began exploratory work in late 1941. The lease was acquired in 1942, and work started on a wildcat well in 1951. The well found oil; it proved the work of the scientists. And what's more important, it discovered a new oil reservoir to help supply the oil needs of an expanding America.

The men who participated in the Alabama discovery are from all parts of the United States. Some are "roughnecks," some engineers, geologists, physicists—the work called for a half-dozen professions, a score of trades. But today, one thing all these men have in common: the successful completion of that wildcat well was a *satisfying* job.

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The Humble Company carries on Exploration Work in nine states—Alabama, Arizona, California, Florida, Georgia, Louisiana, Mississippi, New Mexico, and Texas . . . Wells Drilled by Humble total 1,200—1,500 annually . . . Crude Oil Production averages more than 380,000 barrels daily . . . Oil and Gas Production Taxes total about \$18 million annually . . . Refining Operations of 270,000 barrels of oil daily are centered at Baytown, Texas . . . Retail Sales Activities are confined to Texas and New Mexico. Humble is the leading Texas marketer . . . Humble Pipe Line Company operates 5,895 miles of crude oil and product trunk lines in Texas and New Mexico and transports an average of 722,000 barrels per day of crude oil and finished products.

SOUTHERN COLLEGE PLACEMENT OFFICERS ASSOCIATION

Savannah, Georgia

December 4, 5, 6, 1952

Approximately 200 industrial and college representatives gathered at the General Oglethorpe Hotel, Wilmington Island, Savannah, Georgia, for the sixth annual conference of the Southern College Placement Officers Association on December 4, 5, 6, 1952.

Fred W. Ajax, Georgia Institute of Technology, President of the SCPOA, welcomed those attending and presented Kirk Sutlive, Public Relations Manager, Union Bag and Paper Corporation. Mr. Sutlive related the history and described the geography of the region, then introduced Donald J. Hardenbrook, Vice President, Union Bag and Paper Corporation, who discussed "A Great Industrial Opportunity." He said that this country was following the European trend toward the welfare state because of the loss of individual initiative, the growth and concentration of government power and the tampering with the economy. Our system holds the only solution to the problems of modern man and in this lies the challenge to re-establish the freedom granted by the constitution, but in order to do this, industry must work out its management-employee relations problems, respect the workers' ideas and learn to understand their problems.

Summary of Past Year

Participating in the panel discussion "What Happened in 1952" were George M. Street, University of Mississippi, chairman; Fred W. Ajax, Georgia Institute of Technology; D. B. Dunlevey, Buckeye Cotton Oil Company; J. L. Hutchins, Westinghouse Electric Corporation; F. Lynn Cason, Purdue University, and F. G. Rodgers, Trust Company of Georgia.

Fred W. Ajax suggested that companies avoid sending an advance guard of non-interviewing people, by-passing the placement director, staging return pressure visits to interview all over again and making spot offers. Companies should also be certain to send advance notice of their representatives' arrival and should select high caliber individuals to visit the campus who can speak simply and intelligently to the students.

J. L. Hutchins reported on his survey of 115 students who were offered but refused jobs with Westinghouse. Of these 53% were interested in the location, 39% in starting salary, 32% in better opportunities for professional development, 23% better long range salary prospects, 23% in a smaller company and 87% wanted to avoid the training program. Some of the students to whom these offers were made went on to graduate school; most of those who accepted jobs went to another electrical manufacturer and the second largest group went into the aircraft industry.

F. G. Rodgers stated that the smaller companies were unable to compete with the larger one salary-wise and had to draw from those boys who wanted stability of income, non-travel or employment in their home town.

F. Lynn Cason said that corporations should maintain their campus contacts even when not many boys are available or not many new employees are needed. Recruiters should know their companies and be able to answer students' questions accurately.

D. B. Dunlevey remarked that college placement officers were doing a good public relations job in most instances, but that recruiting programs would be more successful if turnover were reduced, graduates employed did not want such rapid advancement, students did not shop around so much and replied promptly to offers, interview schedules were better balanced, greater cooperation existed between faculty and placement directors and companies furnished better job specifications.

Manpower and College Recruitment

"Manpower and College Recruitment" was the subject for the afternoon discussion. J. Edward Smith served as chairman. Others participating were Howard H. Lumsden, University of Tennessee; M. H. Markwood, Southern Bell Telephone and Telegraph Company; Miss Flora Marie Meredith, East Tennessee State College; Mel C. Williams, Louisiana State University, and Edwin L. Yates, General Motors Corporation.

It was suggested that the major difference between companies is the people. The shortage of employees will probably persist for some time since this year the number of graduates will be reduced from 220,000 to 154,000. Additional shortages have developed in accounting, sales, nursing, the ministry and teaching. The number of veterans available has decreased and those returning from the Korean War will not be available for three or four years.

Non-technical students are usually put in training programs and prepared for sales, accounting and advertising.

Some companies will employ those about to enter service and permit them to gather seniority during this period. Men usually start at the same rate unless they have had previous experience.

Early interviewing is not too satisfactory since students have not given serious thought to employment and industry may not be ready to make commitments.

Alumni placement officers should keep up-to-date records on graduates, maintain placement contacts and furnish alumni with information about employ-

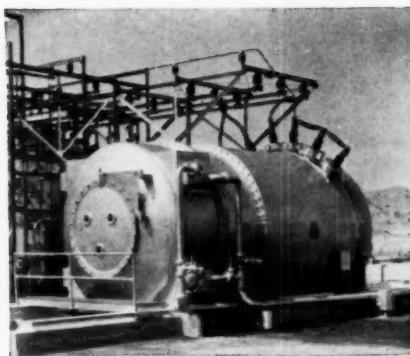
Wide Choice Helps Make Wise Decision

HERE IS WHAT Allis-Chalmers Graduate Training Course offers your engineering graduates. During a two-year course of study and work, the GTC student touches upon the operations of nearly every basic industry. He may work on major equipment for electric power, mining, cement, agriculture, food and chemical processing, steel and many other industries.

The graduate student at Allis-Chalmers has an opportunity to see industry problems from many angles; research, design, production, application engineering, sales, erection and service, for there are training locations in every one of these sections. He has an opportunity to work on various jobs so that he can choose better when he is ready for a final choice.

Independent Choice of Subjects

The trainee has a free choice of the departments in which he will train and what general

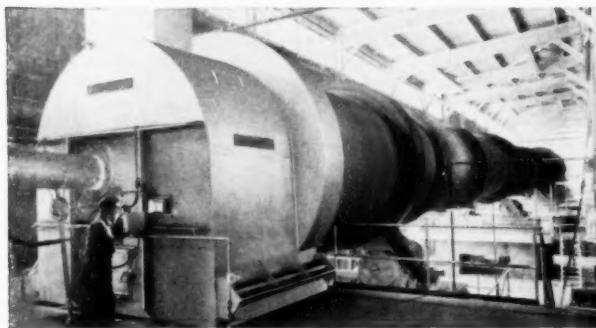


This large synchronous condenser was built by Allis-Chalmers to stabilize the transmission system of a western utility. A-C builds nearly everything for both steam and hydraulic powered power systems.

type of work he will do. At any time he is free to make any changes he may wish in his curriculum. He is aided in making wise choices by personal counseling and guidance. Company executives take a strong interest in the GTC program because many of them are graduates of the program, which began in 1908. Allis-Chalmers GTC program is large enough to afford complete training and at the same time small enough to assure individual attention to each trainee.

Be sure that your engineering students are informed about the wide variety of opportunities available at Allis-Chalmers. The nearest Allis-Chalmers District Office will be glad to give complete information on the course, or write to Allis-Chalmers, Milwaukee 1, Wis.

A-3560



This cement kiln is typical of the type of major equipment Allis-Chalmers builds for the processing industries. In the allied mining, quarrying and rock products fields, Allis-Chalmers also produces many types of heavy machinery. Allis-Chalmers produces major equipment for nearly every basic industry.



ALLIS-CHALMERS

ers. However, dissatisfied alumni should approach the office and not the director of the alumni.

All colleges should help returning veterans, regardless of the college from which they graduate, to find jobs for which they are suited. Perhaps several colleges should cooperate and open clearing centers in cities for guidance, counseling and placement. Graduates who have made previous commitments should not be encouraged to change their plans.

Wealth That Walks

Friday morning Miss Anne Seawell, University of Georgia, introduced William Tate, Dean of Men, University of Georgia, whose topic was "Wealth That Walks." He said that the South has exported three billion dollars in manpower to other parts of the country. That represented an investment on the part of Georgia particularly of between \$12,000 to \$15,000 per college graduate. He pointed out that the South will never be completely developed until these young people are encouraged to remain in the South where opportunities are ever increasing.

Buzz Sessions

The leaders for the buzz sessions were James R. Jakes, U. S. Atomic Energy Commission, coordinator; Miss Anne Seawell, University of Georgia; Scott Farley, Alabama Polytechnic Institute; Louis A. Miller, University of Miami; R. J. Canning, General Electric Company; W. E. Gift, Tennessee Eastman Company, and Charles G. Johnson, Deering-Milliken Company.

Mr. Jakes suggested the following fields for discussion: adopting a company data sheet, organizing a clearing house for placement information, data on starting salaries, problems of the placement officer including, recommendations for structure of the placement office and the status of the placement director, organizing a group of industrial representatives and college placement men to visit college campuses and talk with college presidents regarding the establishing of a placement service.

Those reporting back made the following statements: industry should help colleges set up placement services, schools should give recruiters the names of their graduates in service and should also send these graduates in service lists of placement directors and suggest that they contact the nearest college placement office for assistance in finding a job, company men should use extra time on campus to make contacts with professors and department heads and should send them copies of correspondence addressed

to placement officers and students, colleges should give more advance information on students to company men, should permit boys on the interviewing schedule even if the directors do not think they are the type for which that company is looking and should send a listing of desirable interviewing dates to companies, industry should speak directly to placement directors through the pages of the JOURNAL OF COLLEGE PLACEMENT.

Promotional Aspects of Placement

Included under the "Promotional Aspects of Placement" is "Selling Placement to the Administration" which Wendell R. Horsley, Agricultural and Mechanical College of Texas, described as a continuing job which is more indirect than direct.

Mrs. Margaret Blair, Florida State University, summed up the "Student Interview Preparation" by stating that all seniors should consider the what, where, why, when and who of employment. What they have to offer a company, where they would like to work, why they would choose a given company, when they would be available and what company they would select. Guidance counselors plus experienced recruiters in job clinics should help students to learn about various companies. Recruiters should make arrangements to visit a campus well in advance of their arrival, their visits should be announced and the preliminary information should be ready.

"Company Brochures and Information," according to R. G. Alleman, E. I. du Pont de Nemours and Company, should meet the needs of the student by describing the background, products and immediate and long range opportunities, types of jobs available, salary and living conditions. It should also define terms used such as production and research. If the literature is properly used, it will in turn entice the representatives to find out more about the boys they are interviewing. It is necessary that the placement office encourage the interested candidates to read the literature.

During the business meeting the following officers were elected:

President—Miss Ava Sellers, Vanderbilt University.

Vice President—George M. Street, University of Mississippi.

Secretary—J. M. Galloway, University of North Carolina.

Treasurer—Mrs. Margaret Blair, Florida State University.



Discovery

Speaking of obscure words, one was introduced to us the other day by Philip W. Wrenn, Jr., of the erudite "New Yorker" magazine. The word is "ergasiophobia," and it's by all odds our favorite at the moment. It means "morbid aversion to work."

—New York Herald Tribune,
This Week Magazine, 10/26/52.



- OUR DECENTRALIZATION POLICY AND STEADY BUSINESS GROWTH PROVIDE . . .

More and Better Jobs.

- PROMOTIONS ARE FROM WITHIN AND BASED ON . . .

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FOR FURTHER INFORMATION: WRITE R. C. BURKE, SUPERINTENDENT OF PERSONNEL

SOUTHWEST PLACEMENT ASSOCIATION

San Antonio, Texas

November 13, 14, 1952

After extending a welcome to the 160 college placement directors, company representatives and guests attending the third annual conference of the Southwest Placement Association, David Y. Robb, Southern Methodist University, President of the Association, introduced Wendell R. Horsley, Agricultural and Mechanical College of Texas, who presented Robert F. Moore, General Manager, Richardson, Bellows, Henry and Company, who gave the conference keynote address. Theme of the conference was "Is Placement Everybody's Business?"

Ultimate Objective of Education and Training

In commenting on the statement that placement is the "Ultimate Objective of Education and Training," Mr. Moore said the college placement office should help individuals bridge the gap between the campus and the world of work. In order to do this, placement should be the concern of educators and placement officers from the time students enter until they have graduated from an institution of learning. Placement offices should engage in background surveys and tests to help companies cut down on labor turnover. College administrators should realize the public relations function of these offices and provide experienced personnel, good facilities and adequate budgets.

Companies, in turn, should recruit for more specific jobs and should prepare simplified, more factual literature. To promote good will and understanding, recruiters should visit campuses even when not employing students. Companies should set up fellowships and research grants whenever possible.

Placement Begins in the Classroom

Before introducing his panel, Lury B. Redmond, Magnolia Petroleum Company, stated that employers must realize today's graduates will carry on the policies established, and on these graduates will rest the reputation and future of industrial enterprise.

The following composed the panel discussing "Placement Begins in the Classroom":

A. R. Burgess, Head, Industrial Engineering Department, Agricultural and Mechanical College of Texas. Because of the manpower shortage, companies are stocking up on college graduates without definite plans for them. Boys should not fail to keep their eyes open for potential employers should the present market fail. As more and more young men are attracted to engineering because of present job opportunities, there will be an increasing number entering the field who lack aptitude for the work.

L. J. Fila, Mechanical Engineering Department, Oklahoma Agricultural and Mechanical College. It is better if not more than three companies per day

visit a campus. Colleges must remember that their first obligation is to the students. How can students learn enough about companies in fifteen or twenty minutes each to decide if they want to enter their employ or how can the faculty and placement directors know about all companies? This is a problem which industry must help solve. Good industrial representatives can help in this educational problem.

L. H. Fleek, Dean, School of Business Administration, Southern Methodist University. In that school 60 per cent of the senior class get jobs as a result of contacts secured through the placement service. There are 1500 to 3000 part-time placements per year. The placement bureau library has over 700 brochures and booklets to assist students in starting their careers.

V. L. Doughtie, Chairman, Engineering and Science Placement Committee, University of Texas. Professors should not devote class hours to discussion on companies, but should be willing to counsel students during free periods. They should help men make decisions, but should not make the decisions for them. Interviews should be bilateral. Both students and company representatives should have an opportunity to ask questions.

William Hamm, Physics Department, St. Mary's University. The minds and wills of the individuals must be considered. About 90 per cent of all placement activity at St. Mary's is directed to part-time employment. Because the university has an ROTC, most graduates go into service immediately after receiving their diplomas.

A. S. Lang, Dean, School of Business, Baylor University. Industry wants individuals who possess technical skills and the ability to think.

D. E. Holcomb, Dean, Division of Engineering, Texas Technological College. It is the duty of instructors to encourage students to find out what opportunities exist in companies especially outside of their immediate area. To assist in this, companies might establish scholarships for faculty.

C. P. Houston, Dean, College of Engineering, University of Houston. Students are given an opportunity to become acquainted with industry through career days. On these days all classes are dismissed. Faculty can meet with company representatives at lunch and during coffee hours.

Common Sense and Uncommon Men

At luncheon, Trent Root, Comptroller, Southern Methodist University, heading his talk, "Common Sense and Uncommon Men," remarked that educational institutions should produce more problem (above average) children. He said that people's attitudes and how they think are important. Sum-



Chattanooga, Tenn., Plant

50% EXPANSION IN C-E PLANTS



East Chicago, Ind., Plant

Expansion programs are not new for Combustion. They've been going on in a continuing, orderly way for years. But the 50% expansion currently under way at two of C-E's major plants is bigger—and more significant. For expansion on this scale means Growth—with a capital G.

In the case of Combustion it means that a company which is already a leader in its field is still growing—still going forward. And for a good reason, for C-E has to its credit many of the most notable developments and installations in the field of modern steam generation to add to its long established reputation in the field of fuel burning.

Combustion has diversity, too; other fields in which its equipment and achievements are highly regarded. Among these are the pulp and paper industry where the C-E Chemical Recovery Unit has become preferred equipment in recovering chemicals and waste heat from black liquor, and the field of sewage and industrial wastes disposal where C-E Flash Drying Systems are firmly established.

All this, we believe, adds up not only to new and better opportunities for its existing staff but also for qualified, new personnel who feel that prospects are brighter with a company that continues to grow.



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ming up his comments, Mr. Root stated that common sense, which is the ability to size up a situation and come up with an idea that will work, plus the common man equals the uncommon man.

Industry Continues the Educational Process

Commenting on "Industry Continues the Educational Process," R. R. Nordyke, General Director, Industrial Relations, Fisher Body Division, General Motors Corporation, observed that since the workers have more education and a higher standard of living than formerly, they require more skilled and better trained supervision. For this reason, General Motors offers continuous training for employees in the management group. In choosing candidates for such training, college graduates are not given preference over non-college personnel, but it has been found that those in the former group usually rate higher in self-expression and ability to adapt themselves to given situations.

Candidates are given tests, their backgrounds and interests are discussed with them. Estimates are made of the candidates' potential worth so that men with high potentials are prevented from being assigned to routine jobs too long and men who came up the hard way are prevented from putting too many obstacles before them.

Understanding Our Mutual Responsibilities

Gordon G. Sikes, Placement Director, Princeton University, chairmaned the group on "Understanding Our Mutual Responsibilities," a workshop for newcomers in the field of recruitment and placement.

R. Fred Chambers, University of Colorado, said that basically colleges were training men in a given field such as engineering not for industry. Placement requires cooperation among the faculty, students and placement officer with the company representatives. Because placement can be an effective public relations function, the director should help all companies regardless of size.

Wendel W. Burton, Minnesota Mining and Manufacturing Company, compared the company recruiter-college placement director relationship to that of guest and host. The recruiter should display good manners and thoughtfulness which implies that he give the director adequate advance notice of his arrival, tell him how long he plans to stay, how many boys he will want to see, furnish job specifications and company literature in advance of the visit, notify boys after interviews whether or not they are accepted and send carbons of all correspondence with prospective graduates to the placement director and any faculty members concerned. He should not ask the schools to conduct tests or make other unreasonable requests. If the placement officer has done a thorough job, the company representative should write to his college president commanding him.

Transition from Graduate to Member of the Team

H. E. Morris, Monsanto Chemical Company, was chairman of the panel discussing the "Transition from Graduate to Member of the Team." Assisting him were Jesse W. Collins, Shell Oil Company; E. H. Wagner, Swift and Company, and Don Wier, Arkansas Natural Gas.

It was pointed out that the more complete the transition from student to employee is, the lower the personnel turnover rate will be. If a high turnover rate prevails, cost of operation increases.

The change from the academic atmosphere to the business world comes as quite a psychological shock to many young people and the adjustment to the new environment can be eased by careful attention to details by the new employee's fellow workers in an attempt to get him interested not only in his work, but also in the community so he and his family are made to feel at home as quickly as possible.

The Employee and Security

At dinner Guy B. Arthur, Jr., because of his interest in the work of the Association, was presented with an honorary membership.

Following this, Arthur A. Smith, Vice President, First National Bank, Dallas, spoke to the group on "The Employee and Security." He said that if people are placed properly, 60% of all labor trouble is eliminated. The best type of security comes from within, but workers must be made to realize this and also that government alone is not responsible for security because government demands something in return for what it gives. This could in time mean the end of freedom. Industry must be positive in its dealings with employees because unions and government have made them suspicious. Workers want more than wages. They have egos that have to be fed with recognition, a sense of importance and belonging and a knowledge of opportunities ahead. In past decades the standard of living was lower, but workers had more security for they were artisans proud of their finished products who knew their customers personally. Local government was the only one that concerned them and they felt close to it. Today most workers feel insecure because as individuals they feel that they do not amount to much.

Workers will feel more secure if they are doing jobs for which they are suited, if they know they are appreciated, if they are recognized, if they feel they belong, if the door of opportunity remains open, if the supervisors show some interest in them, if they understand why things happen as they do, if their health is good and the family situation happy, if they own an economic stake in something and if they know they are protected against financial loss and hazards beyond their control.



CAREER OPPORTUNITIES

We invite college graduates to investigate career opportunities available with Anchor Hocking Glass Corporation.

Classifications covered by our on-the-job training program include: Accounting, Personnel, Sales, Production, Supervision, Chemistry Majors, and Mechanical, Electrical, Industrial, Ceramic and Design Engineering as well as many others.

Our more than 10,000 employees work in thirteen plants located in Ohio, Indiana, New Jersey, Pennsylvania, Maryland, California and Canada, and in forty-five Sales Offices located in principal cities throughout the United States and Canada. Thus, the graduate has the advantage of working with a smaller group where individual talent

and initiative are recognized and where he can be a part of a large organization which offers broad opportunity, economic stability and a sound lasting career.

Products of Anchor Hocking include glassware and tableware for homes, restaurants, institutions, schools, churches and camps; glass containers, metal and molded closures and sealing machines for the commercial packaging of foods, drugs, chemicals, cosmetics, beverages and other household and industrial products. In addition, completely equipped and staffed Engineering and Research Laboratories are maintained.

To arrange for interviews or for further information write:

PERSONNEL DEPARTMENT

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Making Teacher Placement Work

Discussion leaders for "Making Teacher Placement Work" were Miss Lou Russell, University of Houston; Hobb Gray, University of Texas, and Arthur V. Linden, Columbia University.

They listed four hurdles in placement—faculty, placement officer, employer and candidate—to which might be added a fifth, the recruiter.

Overcoming the faculty hurdle is largely a matter of diplomacy. Placement directors should show the faculty what services they can perform for them and assure them that their rights will not be usurped. When course counseling problems arise, students should be sent directly to the departments concerned. Placement directors should sit in small seminars with students and faculty and get to know them. In some administrative set-ups, faculty ratings for placement directors are helpful.

Follow-up can consume more time than it is worth when it involves a good bit of paper work; however, field trips, conventions and faculty who do extension work offer good sources of information.

Candidates are rated by faculty statement and transcript, interview and recommendations from former employers if any. Placement directors should always advise a school system whenever a teacher in its employ is recommended for a position elsewhere. Guidance should remove poor teaching material from the school before the degree is granted, because once it is received, unfortunately, such graduates have a right to teach.

Part-Time Employment—Preparation for Placement

Participating in the discussion on "Part-Time Employment—Preparation for Placement" were Mrs. Jean A. Jenkins, Texas Technological College, leader; J. W. Collins, Shell Oil Company; Arch W. Hunt, Baylor University; Russel K. Sigler, University of New Mexico; Edward C. Sullivan, Joske's of Texas; George Kohnen, S.M., St. Mary's University, and Robert Dougles, Procter and Gamble Manufacturing Company.

The topics mentioned were: full-time employment for students in night classes, summer employment, cooperative programs, student aid programs, regular part-time employment and seasonal employment. The object of the discussion was to evaluate part-time employment in the education of a college student. It was pointed out that colleges and industry are being urged to cooperate in providing financial assistance for worthwhile students through scholarships, loans and student aid programs. Industry favors the graduate who has had some type of work experience which might have been secured through summer employment or through some type of outside employment while attending college. While the experience gained may not serve as actual "preparation for placement," it is valuable in developing a sense of responsibility and a desirable attitude.

Representatives of several colleges indicated that students on their campuses were encouraged to work, whether necessary or not, because of the opportunity for growth and development. As far as possible, part-time employment should be arranged to permit the student adequate time for academic pursuits and proper participation in college affairs. Mrs. Jenkins reported that a survey made in preparation for the discussion revealed that of nineteen colleges reporting, ten indicated 50-75% or more of their students were employed; two indicated that 40% were employed; six estimated that 10-25% were employed and one university did not report.

At the business meeting the following were elected for the ensuing year:

President—Frank A. Ives, University of Oklahoma.

Vice President—Louis D. Trager, University of Arkansas.

Secretary-Treasurer—Arch W. Hunt, Baylor University.

Representatives from—

Industry—H. E. Morris, Monsanto Chemical Company.

Commerce—E. A. Werner, Gulf States Utilities.

Government—E. L. Embrey, U. S. Corps of Engineers.

Education—Hobb Gray, University of Texas.

TYPES OF SUBSCRIPTIONS

Sustaining: Cash contributions ranging up to \$200.00, entitling the company or college to advertising space if desired.*

Institutional: Subscriptions for two representatives of an institution to the JOURNAL OF COLLEGE PLACEMENT, \$7.00 per year.

Single: Subscription for one individual to the journal, \$4.00 per year.

*Sustaining Subscribers not using advertising space include Armstrong Cork Company—Connecticut General Life Insurance Company—Socony-Vacuum Oil Company—Sun Oil Company—Towers, Perrin, Forster and Crosby—University of Pennsylvania.

FUTURES UNLIMITED

Of all the basic industries of the 20th Century, none has grown so rewardingly as chemicals, now a \$9 billion a year business touching every segment of American life. Typical of this growth is the story of Monsanto, a company making some 500 products for 56 different industries. *Monsanto has doubled in size every five years since 1926.*

Imagination, spurred by scientific curiosity, has produced from the company's laboratories a flood of products ranging from new detergent compounds like Actamer* to revolutionary soil conditioners like Krilium.* Of Monsanto's current annual sales volume, almost half derives from products not even in existence a decade ago. By far the most important of Monsanto's assets are its people—20,000 men and women bringing a myriad of skills to a company that offers them challenging opportunities. Scientists and engineers of virtually every category have been attracted to the 32 plants and laboratories of the company.

An important part of the premier growth industry of the nation, Monsanto holds to the philosophy behind its steady and solid expansion—a philosophy expressed in the slogan, "Serving Industry . . . Which Serves Mankind."

*Reg. U. S. Pat. Off.



A QUICK LOOK AT RECRUITING

Suggestions by 23 College Placement Heads

<i>College</i>	<i>Firms Recruiting</i>	<i>Suggestions</i>
Tennessee	234	Notify students within reasonable length of time after interviews whether or not they are being considered.
Drake	113	Don't try to by-pass placement office. Make sure there is no duplication of recruiting from same company.
Lehigh	—	Don't change recruiters every year. Don't expect all seniors to know exactly what they want.
Creighton	40	Know the schools you are going to visit. Don't be misled by enrollment figures. Don't waste money by telephoning.
Marquette	—	Don't interview June graduates the previous October. Wait until spring. Don't glamorize training programs.
California	—	Make sure representative is thoroughly familiar with public relations aspect of his job.
Saint Louis	—	Don't sign up junior classmen for later jobs.
Miami (Ohio)	—	Remember that students judge company by representative.
Rutgers	over 250	Don't try to high-pressure students.
Washington	50	Be prepared to list opportunities available in company. Tell students immediately if they are unacceptable.
Ohio	100 plus	Don't send five men when one will do. Make offers as soon as possible. Have good follow-up system.
Louisiana State	50	Don't overlook draft eligibles. Don't give students the impression that they will get an offer, then forget them.
Baylor	129	Eliminate the routine group meeting before interviews.
Washington and Lee	34	Send only trained personnel for recruiting. Don't expect technical man to do a good job of hiring salesmen.
Virginia	—	Keep up the good work.
Stanford	400	Don't spread recruiting efforts through regional offices; work out of same office. Precede visit with notices to student newspapers.
Denver	—	Don't oversell company.
Pennsylvania	350	Continue to follow code of ethics developed by American Society of Engineering Education.
North Carolina	237	Don't expect placement head to guess your needs. Give company information, salary, requirements, etc.
Indiana	250	Nothing to offer, except a pat on the back.
Washington State	—	Give a week's notice or more before visiting, and know arrival and departure time.
Columbia	—	Stick to schedules.
Oklahoma	several hundred	Coordinate recruiting plans.

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